DOCUMENT RESUME

ED 110 771 CE 004 581

TITLE An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals. Final Report.

INSTITUTION Portland Public Schools, Oreg. Area III Office.

SPONS AGENCY Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

PUB DATE 30 Jun 74

NOTE 127p.; The classroom materials portions of the document are marginally reproducible; Best available copy

EDRS PRICE MF-$0.76 HC-$6.97 Plus Postage

DESCRIPTORS *Career Education; Classroom Materials; Classroom Research; Concept Teaching; *Consumer Education; Course Content; Course Descriptions; Course Objectives; *Integrated Curriculum; Interdisciplinary Approach; Learning Activities; Personal Values; Primary Education; Program Evaluation; *Reading Instruction; Reading Materials; Reading Material Selection; Reading Skills; *Resource Materials; Teaching Procedures

ABSTRACT

The study identified primary grade-level materials that might be useful in helping children considered socioeconomically disadvantaged to secure personal identities and self-awareness in relation to the social and economic systems around them. Major project activities were: (1) developing pertinent course-level goals for career and consumer education and reading skills instruction; (2) studying reading and language arts materials commonly used in Portland public schools for content related to career and consumer education; and (3) surveying Portland teachers for their current thoughts and classroom procedures in the teaching of career and consumer education concepts. The study committee concluded that teaching career and consumer education concepts in concert with reading skills is feasible and is an approach supported by teachers. The project report comprises one-quarter of the document. Appendixes range from job descriptions of the project committees to prototypical instruction guides, an orientation to their use, and an evaluation instrument for their users. A one-page bibliography of primary instructional materials, a cross-referenced goals checklist, and descriptor concepts for each goal are also appended, as are data showing agreement levels among teachers for the importance of career and consumer education goals and formative and summative project evaluation reports. (AJ)

211.03
H688

ED110771

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Retrieval - Dissemination Center
Oregon Board of Education
942 Lancaster Drive N.E.
Salem, Oregon 97310
Phone: 378-3566

CE004581

BEST COPY AVAILABLE

211.03
Cop.5
1-5

JUL 14 1975

FINAL REPORT

AN INTEGRATION OF CAREER AND CONSUMER EDUCATION AND READING AND LANGUAGE ARTS PROGRAM LEVEL GOALS

Project No. R-A-4-74
Grant No. 26-001-219

Dr. Ralph C. Hodges
Project Director

AREA III

Portland Public Schools

Portland, Oregon

June 30, 1974

STATE DEPARTMENT OF EDUCATION

COMMUNITY COLLEGES AND CAREER EDUCATION

APPLIED RESEARCH

TABLE OF CONTENTS

	Page
Abstract of Project	
A. Background and Instruction	
Goals and Objectives	1
Committee Membership	2
Educational Setting	3
B. Main Procedures and Accomplishments	
The Checklist of Related Course-level goals	3
Descriptor-Concept Terms to Identify Story Content	3
Survey of the Nature and Incidence of Career and Consumer Education Instruction in K-3 Classrooms	6
Prototype Teaching Guides and Related Materials	9
Teacher-user Evaluation of Prototype Instructional Guides	11
Orientation Prior to Using Teacher Guides	12
C. Evaluation of The Project	
Description of Two Sources of Evaluation	12
D. Summary	
Purpose of Change in a Primary School Program	14
Facilitation of the Project's Design to Make Changes	14
Processes used to Create Materials for Change	14
E. Conclusions	
Listing of Conclusions	15
F. Recommendations	
Exemplary Development	17
Further Studies	18

TABLE OF CONTENTS

Figures

		Page
Figure	I - Cross-reference to Career/Consumer Education Goals & Reading Course Goals	4
Figure	II - Access to Reading and Language Arts Content Through Sub-program Goals	5
Figure	III - Prototype Instructional Guide for Two Stories from SRA: The Purple Turtle	9a, 9b
Figure	IV - Letter of Approval	13

Tables

Table 1 -	Survey Results of Seven Types of Area-level Curriculum	6
Table 2 -	Survey Results of Extent Classroom Teachers Utilize Concepts of Career and/or Consumer Education	7
Table 3 -	Survey Results of Preferred Methods by which Concepts of Career and Consumer Education are Usually Taught	7
Table 4 -	Selections of Questions Appropriate to Specific Course-level Goals	8
Table 5 -	Percentage of Agreement Levels for Importance of Career and Consumer Education Goals	8
Table 6 -	Attainment Levels of Prototype Instructional Guidelines in Meeting Stated Interrelated Goals	9
Table 7 -	Attainment Levels of Related Activities and Project Suggestions	10
Table 8 -	Teacher-user Evaluation of Prototype Instructional Guides	11

Appendices

A. Job Descriptions of Committees

B. Cross-referenced Goals Checklist

C. Bibliography

D. Descriptor-Concept Terms for Each Course-level Goal

E. Agreement Levels for Importance of Career and Consumer Education Goals

F. Selected Prototype Instruction Guides

G. Evaluation Instrument for Users of Prototype Instructional Guides

H. Orientation to the Use of Prototype Teaching Materials

I. Reports of Formative and Summative Evaluation

ABSTRACT

TITLE: An Integration of Career and Consumer Education and Reading and Language Arts Program Goals

INSTITUTION: AREA III, Portland Public Schools
District No. I, Multnomah County

PROJECT DIRECTOR: Dr. Ralph C. Hodges, Reading Coordinator

Address: 1221 Southeast Madison
Portland, Oregon 97214

Telephone: 233-2437

PROJECT DURATION: July 1, 1973 through June 30, 1974

COSTS:	Federal	Local	Other	Total
	$5,600	$800	None	$6,400

NUMBER OF STUDENTS AFFECTED: 160/year NUMBER OF STAFF INVOLVED: 26/year

PROJECT DESCRIPTION:

Area III is a subdivision of an urban school district that has experienced an increasing proportion of socio-economic disadvantaged students. This fact is borne out by the common boundaries with the Model Cities program in Portland, Oregon. A research of the possible approaches to developing an awareness of career and consumer education concepts is of greatest importance among primary grade teachers. Goal-based instructional planning and development is thought to be an integral part of meeting the need for developing an awareness of specific aspects of career and consumer education curricula.

Purpose

The purpose of this project is to investigate the fact that there is a true deficiency in the school experiences of children in primary grades for creating an awareness of career, consumer, and reading skill goals. This study will attempt to identify primary grade-level materials that might be useful in helping children secure a personal identity and increased awareness of himself in relation to the social and economic systems around him.

Procedures and Outcomes

Although, career and consumer education has seemed an unlikely curriculum area for children in grades 1 - 3, this project will investigate, study, and identify the content of teaching materials, textbooks, and classroom media commonly used in the reading and language arts curriculum in Portland Public Schools.

Major project activities: 1) Pertinent course-level goals for career & consumer education and reading skills instruction were developed; 2) reading and language arts materials were studied for content related to career and consumer education;

3) teachers were surveyed as to their current thoughts and classroom procedures in the teaching of career and consumer education concepts.

Outcomes of the project: 1) A goal-based criteria checklist was developed for identifying and classifying the content in language arts textbooks; 2) a field-survey questionnaire instrument was developed and yield from this survey will be presented; 3) Prototype Teaching materials and instructional guides were developed, field-tested and evaluated by users; 4) a syllabus for training classroom teachers in the use of the instructional guides and related teaching activities was developed; 5) an outline of a dissemination brochure was developed and will be printed before September 1974.

This project has been refunded for its exemplary phase during the 1974-75 school year.

A. Background and Instruction

Goals and Objectives

Teachers are becoming more aware of public and professional demands that children become more knowledgeable of the social and economic systems of our nation. Within the existing curriculum and its materials, the development of an awareness for concepts pertinent to the social and economic systems seems possible. Primary grade teachers need to be offered guidelines for helping students relate the social, historical, and economics content that exists at the present time in regular curriculum materials to the broader, more subtle concepts of career and consumer education.

Instead of expecting teachers to add another component to their schedule, an effort should be made to investigate the existence of concepts and content within current classroom materials and textbooks. The concepts of career education must become interrelated with the child's development of skills for buying and selling. Through reading, discussion, writing, and involvement in classroom activities the primary school youngster must acquire a personalized set of values and skills to cope with our technological society.

There is an immediate concern to study, survey, classify, and implement several goals for realistically planning and developing management materials for effectively creating an awareness for career and consumer education concepts among children in grades K-3.

1.0 An Effort should be made to determine the existence of consumer and career education concepts within existing materials used by teachers in grades K-3.

2.0 There is a need to survey the incidence and the nature of application of consumer and career education awareness concepts in K-3 classrooms in selected primary schools in Area III, Portland Public Schools.

3.0 There is a need to survey the methods and materials actually used in teaching awareness of consumer and career education concepts within reading and language arts curriculum in K-3 classrooms in selected primary schools in Area III, Portland Public Schools.

4.0 There is a need to develop prototype teaching guides and supplementary management tools for coordinating reading and language arts program goals with consumer and career education program goals at the awareness level.

5.0 The prototype teaching guides and supplementary management materials should be field-tested and evaluated for effectiveness and acceptability among teaching staff.

6.0 There is a need to identify the program and course level goals for consumer education that relate to career education program goals. This amalgamation would be suited to purposes for identifying and organizing materials for teaching an awareness of these concepts among children in grades K-3.

COMMITTEE MEMBERSHIP

Course Goals Checklist

Warren Rathbun	Career Education Coordinator	Area III
Justine O'Reilly	Consumer Education Coordinator	Area III
Ralph Hodges	Project Director	Area III

Reading Materials Study

Marie Mansfield	Classroom teacher	Kerns School
Lydia Roy	Classroom teacher	Eliot School
Eleanor Swanson	Classroom teacher	Edwards School
Helen Dobbeck	Classroom teacher	Hollyrood School
Cheryl Lindley	Classroom teacher	Edwards School
Roberta Nolan	Classroom teacher	Fernwood School

Survey-Questionnaire Development

William Beck	Principal	Normandale School
Glenn Noble	Principal	Kerns School
Ralph Hodges	Project Director	Area III

Inservice Course Development

Bruce Craft	Principal	Hollyrood School
Ralph Hodges	Project Director	Area III

Prototype Instructional Guides Development

Elaine Bates	Principal	Irvington School
Robert Harold	Principal	Eliot School
Merle Bradford	Principal	Edwards School
Lydia Roy	Classroom teacher	Eliot School
Emma Fowler	Librarian	Eliot School
Linda Morton	Classroom teacher	Eliot School
Cheryl Lindley	Classroom teacher	Edwards School
Judy Hyde	Classroom teacher	Irvington School
Eleanor Swanson	Classroom teacher	Edwards School

Materials - Use/Field Study Coordinators

Marie Mansfield	Classroom teacher	Kerns School
Mabel Beardon	Classroom teacher	Kellogg School
Helen Pomeroy	Classroom teacher	Hollyrood School
Grace Schaad	Classroom teacher	Irvington School
Shirley Concannon	Classroom teacher	Edwards School
Nancy Filertsen	Classroom teacher	Irvington School

Advisory

Warren Rathbun	Career Education Coordinator	Area III
Justine O'Reilly	Consumer Education Coordinator	Area III
Elisa Reckendorf	Consumer Education Coordinator	Area III
Donna Bellcoff	Reading Specialist	Educ. Support Personnel
Marion Dupuy	Classroom teacher	Buckman School
Sharon Blair	Classroom teacher	Normandale School
Nancy Waller	Classroom teacher	Humanities Council

Educational Setting

This project was limited to classroom teachers in six primary elementary schools of Area III, Portland Public Schools. Twenty-two classroom teachers and principals in six primary schools participated in this project to varying degrees and with slightly different job roles. Job descriptions for each committee are described in Appendix A. The classroom teachers who used the experimental, prototype materials met with approximately 160 students in their classrooms. Although there were a potential of 600 primary grade students who may have received instruction with experimental materials they were not involved during the 1973-74 school year.

B. Main Procedures and Accomplishments

The Checklist of Related Course-level Goals

Two participating principals and the Project Director selected the course-level goals from the Consumer Education, Career Education and Reading Goal collections that have been approved by teacher and administrative committees. The selected goals were finally approved by the respective Area III coordinators for use in identifying reading and language arts content that students in grade 3 might benefit from in creating an awareness of these objectives.

The course goals represented on the checklist were further approved by the advisory committee and were subjected to evaluation by primary teachers through the survey and questionnaire instruments. Assessment of the effectiveness of the Checklist of Related Course-level Goals can be done by associating the accuracy of the content identified in instructional materials and the degree of agreement of teachers with the probability of these goals pertinence to creating an awareness of career and consumer education concepts.

Figure I is an example of the use of the Program Goals that were interrelated to identified reading and language arts materials. A complete set of the Career and Consumer Education and Reading Program and Course Level Goals represented on the unabridged checklist are found in Appendix B. The list of reading and language arts and career and consumer education media and activities references are listed in Appendix C.

Descriptor-Concept Terms To Identifying Story Content

The Teacher Study Committee used two approaches to identifying content in instructional materials. Each of the course-level goal statements were used as checklist items in locating pertinent story content. In addition each sub-program level goal was further subdivided into descriptor-concept terms that were listed to relate specific content for convenient access by classroom teachers and other persons interested in organizing content prior to designing curriculum materials. Each of the descriptor-concept terms were treated as appropriate key elements to be read and discussed. Pertinent activities and media were identified to develop vocabulary and comprehension questions to check students' understanding of the identified concepts and sub-program level goals. These descriptor-concept terms have proven to be more efficient in organizing vocabulary, questioning strategies, and identifying activities and media than the goal statements. This finding was made by teachers writing the prototype teaching guides.

Figure II illustrates the ready access to pertinent story content for the Career Education Goal: Attitudes and values regarding self and others. A complete listing of all identified awareness level goals and their respective Descriptor-Concepts terms are to be found in Appendix D.

Figure I

Cross-reference to Career/Consumer Education Goals

and Reading Course Goals

Interrelated Program Goals

Career Education Goals

1. Attitudes and values regarding self and others
2. Attitudes and values toward work
3. Career Education and the total curriculum (knowledge base)

Consumer Education Goals

1. Evaluation of information and conditions prior to making consumer decisions
2. Role of consumers in our economic system
3. Legal rights and responsibilities
4. Values, honesty, and fair play in economic relationships
5. Influence of personal values and goals on consumer decisions
6. Planning for economic security

Reading Course Goals

1. Vocabulary-word meaning (99.2)
2. Comprehension-explicitly stated information (99.3)
3. Comprehension-implicitly stated information (99.4)
4. Comprehension-interpretation and appreciation of information (99.5)

Coded guide to reading materials*

SRA - 1/a, 1/b, 1/c, 2/d, 2/e, 2/f

SRA - Satellites/ . . . . . .

HRW - Little Owls/ . . . . . .

A & B - 3/1, 3/2

HRW - SL/Ho, SL/No, SL/Cl, SL/St

HR - E to E/ , F to F/ , B to B/ ,

DIRECTIONS

Stories that have content with concepts related to career and consumer education should be used to extend a student's vocabulary and comprehension. Each body of content is identified by the publisher, textbook level, page number, of each story and media useful in developing concepts and goals.
(See example below)

*SRA - Science Research Associates
HRW - Holt, Rinehart, Winston
A&B - Allyn & Bacon
HR - Harper - Row

	99.2 Vocabulary (structure)	99.3 Explicit Comp. (details)	99.4 Implicit Comp. (conclusions)	99.5 Interpretation Appreciation	Other goals
CA 2 Attitudes and values toward work					
c. Dependence on others for welfare and survival	SRA-2/e 141-146 (F, FS)	SRA-2/a 141-146 (F , FS)	A&B-3/1 34-42 (SP,FS)	none	none

Figure II

Access To Reading And Language Arts Content Through

Sub-Program Level Goals And Descriptor-Concepts

Career Education Goal: Attitudes and Values regarding self and others

Descriptor-Concept Terms	Name of Textbook	Story Title	Pages
Benefits	Language For Daily Use 3	Teacher's Edition	pp 55,170-171
	Six Ducks In A Pond	Camp Six By Six	pp 131-137
	SRA Sattelites	Al Tugs A Log	entire story
	The Purple Turtle	The Hundred Dollar Riddle	pp 170-176
Acceptance and Respect	Six Ducks In A Pond	Camp Six By Six	pp 131-137
	A Hen In A Fox's Den	Sim - Sam	p 20
	The Purple Turtle	Sherman The Turtle	p 43
	The Purple Turtle	Mr. Sam's Friends	p 70
	The Purple Turtle	A Bit Of Advice is Always Nice	p 143
	The Purple Turtle	What Number, Please?	pp 177-181
	SRA Sattelites	Stan & His Dad The Junkman	entire story
	Six Ducks In A Pond	The Duck & The Hen	pp 17-20
	The Purple Turtle	Track Meet	pp 197-204
Interpersonal Relationships	A Hen In A Fox's Den	Sim - Sam	p 20
	The Purple Turtle	Sherman The Turtle	p 43
	The Purple Turtle	Mr. Sam's Friends	p 70
	The Purple Turtle	A Bit Of Advice is Always Nice	p 143
	The Purple Turtle	The Purple Turtle	pp 7-14
	A Hen In A Fox's Den	The Nut In The Net	pp 14-17
	The Purple Turtle	Track Meet	pp 197-204
Cooperation	The Purple Turtle	What Number, Please	pp 177-181
	A Pig Can Jig	Al And The Big Man	p 62
	A Hen In A Fox's Den	The Nut In The Net	pp 14-17
	Six Ducks In A Pond	The Duck & The Hen	pp 17-20
Sharing Labor	A Pig Can Jig	Al And The Big Man	p 62
	SRA Sattelite	Stan & His Dad The Junkman	entire story

Survey of the Nature and Incidence Career and Consumer Education Instruction in K-3 Classrooms

The survey instrument was first developed by two participating principals and the project director in November of 1973. It was evaluated by several educational measurement and evaluation staff persons in Area III, and by the Advisory Committee to the project. These comments and suggestions were used to develop a second edition of the survey instrument. The second edition was evaluated by the entire staff of Hollyrood primary school. Their suggestions for revisions and completion of the survey-questionnaire led to the third and final revision.

The survey was conducted solely as a questionnaire to elicit responses to the following inquiries. Thirty six responses from a possible 50 respondents were collated.

1. Teachers were asked to indicate need levels for 7 types of area-level curriculum staff support of their efforts to teach the concepts of Career and Consumer Education. Table 1 displays the responses to this request.

Table 1

Need More	Right Amt	Need Less	Not Helpful	Type of Support possible
12	21	1	2	1) Inservice coursework
9	19	4	2	2) Consultative services
9	26	0	0	3) Teaching activities and media guides
23	9	0	1	4) Self-contained kits for concept teaching
10	22	0	1	5) Supplementary teaching guides outlining Career and Consumer Education concepts to be taught within regular subjects.
16	16	0	2	6) Demonstrations, mini courses offered through the Teacher Resource Center.
25	9	1	0	7) General orientation opportunities for teachers desiring information about field trips available within metro area.

2. Based on past experiences, to what extent do classroom teachers utilize the concepts of Career and/or Consumer Education in seven curriculum areas. Table 2 displays the responses to the inquiry.

Table 2

	Never	Seldom	Often	Always
1. Arithmetic	0	16	19	0
2. Social Studies	0	3	25	6
3. Science	1	19	14	0
4. Basal reading materials	2	12	17	3
5. Literature materials	2	14	15	2
6. Creative arts	1	14	17	0
7. Health & Physical Education	6	20	12	0

3. An indication was elicted regarding the likelihood that there were preferred methods by which concepts of career and consumer education are usually taught. Table 3 illustrates the teachers' mode of teaching these concepts.

Table 3

	Never	Seldom	Often	Always
A. Teach Career and/or Consumer Education as part of teaching the objectives of other curriculum areas.	0	9	20	3
B. Teach Career and/or Consumer Education as distinct units within other curriculum content.	0	8	19	4
C. Teach Career and/or Consumer Education as seperate units from other Curriculum content; essentially, taught in connection with primary curriculum, but not in concert with such subject areas as community, pioneers, westward movement, etc.	4	15	10	2

4. Teachers were asked to identify 3 of 4 possible questions that reflected the career and/or consumer education concept students might be asked to answer after reading content relative to the questions' purpose. This survey item attempted to assess respondents' ability to recognize questions and statements that were pertinent to specific career and consumer education goals. Table 4 lists the percent of correct selections of appropriate questions related to course level goal statements.

Table 4

Selections of Questions Appropriate To a Specific Course-level Goal

Course level Goal	Percent of Teachers Making Correct Choices
Career Education 1	77%
Career Education 2	66%
Consumer Education 1	60%
Consumer Education 2	68%
Consumer Education 3	58%

5. The final questions elicited support for the course level goals of career and consumer education that primary teachers felt were purposeful and carried relative importance in helping to create an awareness for career and consumer education among K-3 children. The purpose of this questionnaire item was to further substantiate the credence of the selected goals used in the criteria checklist for identifying content in reading and language arts materials. Table 5 displays the level of importance for both sets of educational goals. The raw data for this question is provided in Appendix E.

Table 5

Percentage of Agreement Levels For Importance of Career and Consumer Education Goals

Career Education Concepts (N=14 goals) Importance levels:	Percent of Rankings 0-25%	26-50%	51-75%	76-100%
High	5	4	3	2
Medium	5	6	3	0
Low	9	5	0	0
None	8	1	0	0
Consumer Education Concepts (N=19 goals) Importance levels:				
High	15	7	1	0
Medium	2	21	0	0
Low	8	14	2	0
None	17	0	0	0

6. Prototype teaching guides and related materials

A committee of eight certified teachers made selections from K-3 textbook materials and independently created a procedural teaching script for use in primary grade classrooms. These teaching guides varied in design from teacher to teacher as to: a) format, b) specificity of educational objectives, all of which were based on career, consumer, and reading course goals, c) related activities and media located in previously-developed career and consumer education publications, and d) created bulletin board and student manipulative materials.

Each of these prototype instructional guides were field-tested in classrooms that were selected by the principals cooperating with the total project. These teaching guides and ancillary materials were used by the identified teachers during the month of May. The project director developed an evaluation form for user-teachers to evaluate the prototype materials and offer suggestions for improvement of the instructional guides.

Figure III presents two examples of the prototype materials that were developed by the Materials Development Committee. More extensively developed prototype materials are to be found in Appendix F. Seven primary teachers participated in a field-experimental implementation of the prototype materials. Table 6 is a display of several selected goals that were claimed to be met by the Teaching guides. The level of attainment of identified goals in the prototype materials rated by the user-teachers have been transferred from the evaluation forms. The complete forms are to be found in Appendix G.

Table 6

I. Career, Consumer Education and Reading Course Goals

A. Which goals were claimed to be met by the Teaching Guides you reviewed?	B. Check the level of attainment you believe the materials met each of the goals				
	Low 1	2	3	4	High 5
1. Students will differentiate the career of a make-believe doctor and one in today's medical profession (A & B St. Caravan)	–	x	–	–	–
2. Emotions play on ability to relate to others socially (SRA - Kittens & Children)	–	–	x	–	–
3. Comprehension - Explicit (A & B - Magic Windows)	–	–	–	x	–
4. Student will be able to show advantages of doing work by a division of labor (HRW - Kinderowls)	–	–	–	–	x
5. Student will be able to explain the relationship between current marketing techniques and consumer decisions (HRW - Snds of St. Teller)	–	–	–	x	–
6. Influence of personal values and goals on consumer decisions (A & B - Magic Windows)	–	–	–	x	–

Figure III

Mrs. Erin Roth
Gr. 2
Eliot School

Extended Activities* for The Purple Turtle
"The Cake With A Difference" - pp. 134-141;
"The Princess And The Cook" - pp. 131-133;

Student Objectives:

1) Students will indicate whether or not they enjoy (or think they would enjoy) cooking or baking; why or why not?

2) Students will name 2 occupations which require cooking and/or baking skills;

3) Students will name 5 kinds of jobs within the career of baker (job description);

4) Students will measure sand and water in 1, 1/2, 1/3, and 1/4 cup measures, teaspoon and tabelspoon measures;

5) Students will read a recipe and indicate verbally the processes involved in following the recipe;

Materials:

1) The Purple Turtle - SRA Level F;
2) Idea Book 194 "The Bakery";
3) Bread Making Kit - from A. V. catalogue;
4) Films "Bakery Best" and "Big Bakery";
5) Large assortment of measuring cups and spoons (clearly labeled)

Procedures:

Day 1: Read "The Cake With A Difference" - pp. 134-141 in The Purple Turtle; ask children whether or not they have cooked or helped to cook at home; did they enjoy it? What was most fun? What was most difficult? Was there a part of the job they did not like?

Day 2: Children indicate jobs which require cooking and/or baking skills: (basically, cook and baker); children dictate what they feel is a basic job description of cook and baker; relate yesterday's discussion about who enjoyed cooking to possibility they would enjoy a career as a cook or baker; discuss trip to Franz Bakery - children will be watching to see how accurate their job description of a baker is;

Day 3: Show the film: "Bakery Best"; talk about skills the baker and Alice Brown used while baking; children will be watching on field trip for skills used by the bakers;

Day 4: Field trip to Franz Bakery; remind class before leaving of their two jobs on the trip:

1) Watching to see if our job description of a baker is accurate; if not, what changes do we need to make?
2) Watching for skills the baker needs to do his job;

Figure III

Day 5: Revise job description of baker as needed; make a chart listing the skills used by the baker; make baker's hats using construction paper and glue in preparation for our job as bakers;

Day 6: Introduce bread recipe from kit; (have on a chart for all to peruse); talk about skills children will need in order to follow the recipe accurately; have students dictate a chart of things they need to learn: probably 1) some vocabulary words; 2) measuring terminology; 3) ability to use measuring tools;

Day 7: (2 - day project) Have groups of youngsters use a variety of measuring tools - cups (1, 1/2, 1/3, & 1/4); teaspoons, and tablespoons - both with liquid (water at sink or in a bucket) and dry ingredients (sand in a large stewing kettle or similar container); pair any youngster having difficulty with one who understands the tasks and procedure; have this list of tasks on the board:

1) Measure 1/4 cups of sand into a 1 cup measure; how many 1/4 cups does the 1 cup hold?
2) How many 1/3 cups does the 1 cup hold?
3) How many teaspoons make 1 tabelspoon? Measure to find out.
4) How many tablespoons make 1/4 cup? Measure to find out.

Each child does tasks with liquid and dry materials; allow time for further discoveries of relationships if indicated by interest and need; evaluate capabilities as the students work;

Day 8: Continue with Day 7 task, allowing all groups to work with liquid and dry measuring tasks;

Day 9: Make and eat bread, using kit; have ovens reserved; give all children the opportunity to do some part of the job;

Day 10: Show the film "Big Bakery"; review occupations where cooking and/or baking skills are needed; review job description of a baker;

Day 11: Administer evaluation instrument: Pass out writing paper (9 X 12) folded in thirds; have students number the sections from 1 to 6 (front and back); ask students to write the answers to the questions in the box indicated; write words on the board which students need help spelling;

1) Do you think you would enjoy a job as a baker? Why or why not?
2) Name 2 kinds of jobs where you would use cooking or baking skills;
3) Name 5 things a baker must do to do his job;
4) Draw a baker doing 1 of his jobs;
5) Make up a recipe using cups, teaspoons and tablespoons of things;
6) Draw what you think your recipe would look like when it is finished;

Day 12: Read "The Princess and The Cook" - pp. 131-133 in The Purple Turtle; ask "What more is there to cooking besides reading?"; relate our baking experience to the answers.

*Activities related to consumer-career education goals listed in PIPS - Grade 2.

Table 7 is a display of teacher's ratings of several selected activities and projects that were prepared by the Prototype Materials Committee.

Table 7

II. Related Activities and Project Suggestions

A. Please list the related activities and projects suggested by the teaching guides, then rate them as to your degree of satisfaction in meeting their supplementary developmental role in creating an awareness of career and consumer education concepts.

General Description of the Activities & Projects	Level of satisfaction for their relevance and importance to the project goals:				
	Low 1	2	3	4	High 5
1. Secret Pal Game (SRA-Kittens & Children)	_	_	x	_	_
2. Filmstrip "To The Hospital" (A & B-Story Caravan)	_	_	_	x	_
3. Suggested related reading materials (A & B-Magic Windows)	_	_	_	_	x
4. Litter Collecting Contest (HRW-Kinderowls)	_	_	_	_	x
5. Sheridan Fruit Market (A & B-Magic Windows)	_	_	_	_	x
6. Bread-making activity (SRA-The Purple Turtle)	_	_	x	_	_

7. Teacher-user evaluation of prototype instructional guides

The seven teachers who field-tested the prototype guides and related materials were asked to give these materials a test of their effectiveness and relevance to the general purposes of the project. Table 8 is a compilation of the teachers' assessments of the 1) validity of using reading materials to teach career and consumer education concepts, and 2) the suggested future status of each prototype materials used.

Table 8

III. Validity of the Reading Content Centered Project

	Low 1	2	3	4	High 5
A. Teaching guides & related activities serve the purposes & goals of the project	0	1	0	5	1
B. Reading instructional materials is an efficient way to create an awareness for career and consumer education concepts	1	0	0	2	4

IV. Analysis of Prototype Teaching Guides

A. Considering present conditions of format and content of teaching guides which of the following action should be taken.

1	Review evaluators comments	2	Generally revise
3	Accept in present condition	1	Eliminate from project

8. Orientation prior to using teacher guides

After the Prototype Materials Committee met and planned individual development of their teachers guides, one principal of a participating school and the project director wrote the syllabus for the preservice training and orientation to field-test use of the prototype teaching materials. The following elements were included in the preservice syllabus.

I. Purposes and objectives of the Integration of Course Goals project

II. Objectives of the field-test phase of the project

III. Review of the criteria checklist of Integrated Goals

IV. Suggested uses of the prepared prototype instructional materials

V. Evaluation of the prototype lesson guides

The complete details of the preservice syllabus are found in Appendix H.

C. Evaluation of the Project

Description of Two Sources of Evaluation

The evaluation of this project has been conducted at two levels. The evaluation procedures originally prescribed in the proposal have been conducted by the Area III Advisory Committee and an "outside" Area III evaluator. The role of the Advisory Committee has been described in Appendix A.

The Advisory Committee was given evaluation guidelines on two occasions, December 1973 and May 1974. There will be no attempt to summarize the results of the Advisory Committee's evaluation and recommendations. This information is to be found in Appendix I.

The third-party, "outside" Area III evaluator was Marleen Pickens, school psychologist from the David Douglas School District. Ms. Pickens' formative evaluation was completed in February 1974. Ms. Pickens' summative evaluation was completed the week of July 3, 1974. The forms used in the evaluation process that might be used for dissemination purposes are found in Appendix I. Ms. Pickens' evaluation of the project's procedures and products is described in her narrative report, stated in the form of a "letter of approval". See Figure 4 for details of the evaluator's comments and support of the projects director's recommendation.

Figure 4

TO: Dr. Ralph C. Hodges Project Director

FROM: Marleen Pickens Evaluator

RE: Project No. R-A-4-74
An Integration of Career and Consumer Education
And Reading and Language Arts Program Level Goals

The intent of this project, the integration of career and consumer education and reading course goals, as defined by the six objectives, has been accomplished. (See Project Evaluation Forms.) The project director is commended for a job well done.

Continued development and refinement of the strategies implicit in this project, including the processes of instrument development, is recommended. More teachers and administrative personnel than anticipated were involved providing a base for expansion into additional grade levels. Also, career education people throughout the state will be interested in one of the outcomes of this project "the incidence of career education concepts that were affective rather than cognitive."

Full support is given to the project director's recommendation that the products from this project be articulated and illustrated in a brochure format for dissemination within District No. 1 and the State of Oregon.

July 10, 1974

Marleen Pickens

D. Summary

Purpose of Change in a Primary School Program

The intent of this project was an outgrowth of a concern for developing the kind of educational materials that would be helpful in creating an awareness of career and consumer education concepts and goals among children in grades K-3. However, servicing the need is often precluded by serious time demand and curricular load created by language arts and reading instruction. One approach to solving the apparent competiveness of the dual thrusts in primary education was to teach both curricular areas concomitantly. Many practioners of primary school education voice an immediate despair that there is a potent incompatibility with developing a verbal skill, such as reading, and pursuing the socioeconomic thought generated by the broad goals of career and consumer education.

There was no attempt to reconcile a sub-program goal, such as decoding with the concepts of career and consumer education. The designers of this project envisioned the K-3 student as an active consumer as well as an aware cooperator with persons around him, at school, at home and in the community. The reading goals interrelated with career and consumer education at an awareness level were those that required the child to be able to view, listen, understand, regard word meaning, and manipulate things with his hands as well as his mind. It was important that only those goals of career awareness and preadolescent consumerism be limited to respecting the interpersonal roles of himeslf, his peers, and community workers and the activities that were natural to the affairs of a child's day.

Facilitation of the Project's Design to Make Changes

Once the appropriate interrelatable course goals were identified for establishing awareness level activities in primary grade classrooms, a criteria checklist of goals was developed to locate the content in K-3 textbooks and other content related materials. From the goal statements, descriptor-concept terms were generated to help teachers and person's developing materials better understand the cognitive, affective, and psychomotor areas the project's activities should identify.

Several controls were levied over the criteria established for selecting goals, identifying content, and specifying descriptor-concepts. A survey of participant teachers in grades K-3 was invoked to test the credence for the objectives and procedures basic to the project design.

Processes Used to Create Materials for Change

The feasibility of the idea that career and consumer education and reading course goals could be taught in concert was abundantly apparent from the plethora of content identified by The Study Committee using the checklist of interrelated goals. Prototype instructional guides were developed by participating K-3 teachers. The prototype materials were field-tested and evaluated by user-teachers and their principals.

From the survey-questionnaire instrument and the critique of the prototype instructional guides, verification is now possible of the project's main theme --- a correlated, interdisciplinary education of K-3 children. In order to pursue this theme further several additional steps were taken by the correlative efforts of the survey's assessment of career and consumer education concept knowledge and the need for particular types of teacher support services. Another correlative effort was made to test classroom teacher's assessment of the importance of certain course goals that could be taught in the verbal and nonverbal mode.

The processes of instrument development, survey, field-testing prototype materials, and educational goal identification have been clearly established as useful tools generating clearer pictures of "what is" and "what should be".

E. Conclusions

This project was able to do most of the research, experimentation, and product development that was planned. Fortunately, the project was able to involve more than thirty different teachers and administrative personnel. From these persons a great deal of guidance, critique, and labor were forthcoming, resulting in more realistic methods and materials for future development, as well as a base of future support.

1. The survey of needed support from area-level personnel indicated teachers' desires for the type of product this project purports to study and develop. There was a strong desire for supplementary teaching materials that are based on concepts; teaching activities; and guides to teaching content relevant to career and consumer education.

2. The survey of how teachers utilize career-consumer education concepts in teaching was largely in favor of conducting this instruction through the language arts and reading, not as separate units apart from other curriculum areas. This finding supports the basic premise of this project.

3. There was an abundance of content in reading and language arts materials. Several of the participating teachers and advisory committee members felt that careful selection should be made for developing a more modest quantity of instructional guides.

4. The procedure to identify descriptor-concept terms, as well as referencing content to course-level goals, received much approval. The "concept" theme was more succinct, less cumbersome to articulate if content from several sources was to be identified. The content study indicated a likelihood that several stories or sources of media could be linked together in a series to develop concepts or goals from both the cognitive and affective areas.

5. A need for teacher inservice for purposes of acquiring knowledge about career and consumer education goals and concepts was apparent. The survey showed less than adequate recognition of the thought behind the questions subordinate to specific teaching objectives. This finding has generated more concern than was formerly suspect, that greater attention be given to the knowledge base prerequisite to teaching processes of career and consumerism instruction.

6. The study of relative importance of goals for teaching career and consumer education concepts has prompted a concern for the quantity of goals that are pertinent to developing adequate awareness of these concepts at the K-3 levels. Classroom teachers gave less support to more than half the goals the project director and others felt were significant. This finding has led the project director to consider giving greater attention to a fewer number of goals, such as those selected most frequently by the classroom teachers who responded on the survey form.

7. The exemplars that were developed as prototype instructional guides can be developed and made available to primary school teaching staff. These aids can be safely considered essential to the teaching task. Field-test teachers made it very clear that they approved the basic theme, procedures, and products of this project, but that quality-control is expected, and should be given more attention.

8. A growing suspicion has prevailed since the field-test evaluations were studied. There appears to be a natural dichotomy between the content that occurs in the K-3 student's day and the goals of career and consumer education. It appears that rather than stress comprehensive goal implementation, the content of a student's total language arts, social studies, math and science ought to be interrelated and directly associated with the goals that have been idealized for career and consumer education. In other words, maybe more consideration ought be given to existing subject matter content with goals in mind, however, if our goals can't be tuned to this content and related materials, so be it. Creation of additional verbal materials providing the child a more comprehensive regard of the world of work and consumerism would be an injustice to students and a burdensome demand on teacher's management of a balanced curriculum.

In general, this has been an enlightening effort for everyone concerned with its conception, development, and fruition. For the most part the basic premises have been upheld, but dissemination of a worthwhile product, must be preceded by a much broader base of understanding of its promises, and broader base of support for further development. Stress in the future should be on modest product development, but distributed to and implemented by a greater number of classrooms.

F. Recommendations

The findings and conclusions from the data gathered can be referenced to two levels of further action.

1) Recommendations will be made for exemplary development with attention given to further field testing and refinement prior to inter-area or statewide dissemination.
2) Further studies of a research type, limited-in-scope and distribution need to be conducted.

Exemplary Development

1. The use of reading and carefully selected other language arts materials ought to be studied for related content useful in teaching career and consumer education concepts and goals. This study and development should take place with those reading and language arts materials that will be on state-approved adoption lists for 1975-81 school years.

2. The products from 1973-74 research project should be articulated and illustrated in a brochure fromat for dissemination within District No. I and the State of Oregon. These products should include:
   a) The revised "criteria checklist" of interrelated awareness-level goals for identifying content and media.
   b) The teacher survey-questionnaire.
   c) Exemplar prototype instructional guides and management materials.
   d) The lists of descriptor-concept terms that are referenced to currently-used reading and language arts materials.
   e) The syllabus for conducting an orientation to the use of prototype materials.
   f) A modest exemplar of the longitudinal development of a specific concept referenced to one or more career and/or consumer education goals.
   g) A cross-correlation chart displaying the interrelationship among language arts, social studies, science, and mathematics materials. This cross-correlation chart should be keyed to specific concepts and goals. This device should not be construed as a comprehensive strategy for sequenced teaching, but only a representation of creating an awareness among teachers and curriculum personnel as to the potential for giving depth to the content taught in our classrooms.

3. Further development of instructional guides should be limited to fewer stories, or other discrete segments of content. There was consensus among project participants that complete development of clearly articulated, pertinent content is more credible to teachers than extensive development of guides based on content of questionable authenticity or mere connotations of the author.

4. Teacher-inservice for both career and consumer education should be based more on the teacher's need for knowledge and process orientation to the materials and curriculum used in the classroom. Too often the training and materials offered in inservice education are both esoteric and burdensome to the central concerns of the classroom teacher.

5. Within the confines of Area III, P. P. S. this project and its exemplary development needs to be extended to all 32 elementary schools. Development of the strategies implicit in this project need to take place in a wider variety of K-3 classrooms.

Further Studies

1. One of the outcomes of the pure research aspects of this project was the incidence of concepts that were affective rather than cognitive. More study of career education from an affective education point of view ought to be made at all grade levels. Career education has for a long time carried the onus of being a device for promoting the "work ethic", a subversive, industry-based effort to stanp out the educator's preoccupation for "frills" and intellectualism. The descriptor-concepts that emerged most frequently from the content studies were those dealing with attitudes and feelings of story characters and story situations.

2. The next situation that seems worthy of further consideration is closely related to No. 1, but bears out some of the differences in career and consumer education that need to be examined. The descriptor-concept terms appear to show a more frequent regard for cognitive thought among the content related to consumer education rather than the affective. Further study of the interrelationships between these two course goal areas ought to be done on the basis of concept analysis, rather than the logical, intuitive approach taken in this study. It is still a viable notion that at the awareness level there is a dove-tailed effect between these two disciplines, but we ought to know more about at which learning level each is contributing in any given set of instructional materials.

3. Finally, there was an obvious restraint by the teachers who were developing the instructional guides to draw from the career and consumer education resource guides. Very often the activities and related media the teachers chose to use were psychomotor learning materials. This seems coincident with the learning rules that Piaget has often admonished educators not to ignore. Learners at the ages of 6-8 are likely to learn more from "hands-on" physical, manipulative activities rather than the predominately verbal, visual, and auditory modalities employed through filmstrips, movies, reading materials, and field trips.

   Might it be a viable kind of study, subsequent to an analysis of basic concepts related to career and consumer education goals to make a serious effort to identify a series of psychomotor learning espisodes to be intertwined with visual, auditory, and verbal input? Unfortunately, psychomotor activities are invoked too often as correlates with art, music, physical education, motor skills development, but not as serious efforts to effect meaning and assimilation of definable concepts, that add to a learner's awareness of a learning goal.

Appendix A

Job Descriptions of Committees

CAREER/CONSUMER EDUCATION/LANGUAGE ARTS PROJECT

JOB DESCRIPTIONS

Each of the goals and objectives of the Career/Consumer Education/Language Arts Project will be developed through several activities. These activities are to be conducted by teachers, principals, and the project director. The following description of each of the jobs is provided to help you decide which activities you would give priority based upon your interests and service to the project.

In view of the fact that this is essentially a research project, the instruments for conducting activities and evaluating processes and products, do not exist. These instruments, and the data to be gathered to support future activities related to the long-range goals of the project, will be reviewed, refined, and reused in the future.

Each job description will be identified by an activity number which corresponds to a goal and objective with the same number. If reference to the goal is desired, you may refer to the list of short-range goals or the unabridged descriptions of the goals and objectives in the project proposal.

1.1 Study Committee *

Teachers

Reading and related language arts materials will be studied to locate stories and excerpts from student materials that contain content and concepts that reflect the consumer and career education goals. The consumer and career education goals will be cross-referenced prior to this committee's work in the form of a checklist of component objectives and criteria for judging the pertinence of content. Story titles, or some identifying code, will be transcribed to the checklist indicating page numbers or other locational devices for later retrieval.

1) Teachers will be expected to review materials used in Area III primary schools such as textbooks, supplementary materials, and other media currently in use.
2) Teachers will be expected to suggest the committee's consideration of other materials not provided by the project director. Such consideration should be based on an opinion that it is used by a majority of teachers in grades K-3.
3) Teachers will be expected to provide an evaluation of the accuracy and usefulness of the checklist in identifying the career and consumer education content and concepts in written materials.

Teachers will be compensated for twenty-four hours of work to be paid through regular payroll procedures at the negotiated rate for the 1973-74 school year.

* Composed of six teachers, three principals, and project director.

2.1 Survey Committee Job Descriptions

Principals (3)

There are two products expected of this committee. A survey instrument will be developed to describe the nature and frequency by which K-3 primary school teachers teach content and concepts of career and consumer education. This information will be used by the evaluation team, the staff advisory committee and project director to assess the feasibility and necessity for further study and development of the goals for this project.

Pre and post-tests will be developed for use by cooperating teachers to survey students' awareness of content and concepts of career and consumer education that have been identified for this project and that will be taught through the instructional materials identified by the Survey Study Committee.

A. Survey instrument:

1. Using the cross-referenced checklist of career and consumer education and language arts goals and objectives, a criteria for questions to be asked of teachers will be developed.

2. Questions will be of any format that will most succinctly describe the classroom teachers' implementation of career and consumer education content and concepts.

3. Questionnaires will be prepared and field-tested among 5% of the eventual teachers who will be surveyed.

4. The survey instrument (questionnaire) will be revised and distributed to all K-3 teachers in the participating six primary schools.

5. Target dates for distribution, retrieval, and interpretation of questionnaire will be mid-October to mid-November.

6. Retrieved questionnaires will be studied, responses recorded and interpreted for use by the advisory committee, project director and the Materials Development Committee.

B. Pre and Post-Tests:

1. The cross-referenced checklist of career and consumer education and language arts goals and objectives will be used to develop questions for students.

2. The pre-test will be used to determine an awareness level of important forms of content and identify the concepts that children have previously acquired.

3. The post-test will be used to determine the degree of change in each student's awareness of content and concepts that could be expected to be learned from their classroom teacher's use of the prototype lessons that will be prepared by the Materials Development Committee from the Study Committee's findings.

4. Post-test scores will be summarized and conclusions will be developed by the advisory committee and the project director.

5. Target dates for development of both tests will be late November and December.

4.1 Materials Development Committee * Job Descriptions

Teachers and principals

Teacher-management materials will be written to implement the goals and concepts of career and consumer education and language arts. These materials must reflect the interdisciplinary nature of the project so that attention and direction is iven to implementation of the content and concepts identified by the Study Committee. The format of these materials should be functional as a teacher's guide for verbalizing and creating processes for children to become aware of career and consumer concepts.

1. Review the materials that could be used at each grade level; select stories and other content to develop teacher processes and activities for related goals and concepts.

2. Write specific instructional objectives for prototype lessons that might serve as examples that other course goals might generate in future applications.

3. Develop several simple supportive teaching aids such as charts, games, kits, filmstrips, etc., to supplement each set of instructional suggestions. If such materials already exist they should be acquired by the committee and supplied to teachers.

4. Content and concepts will be sequenced at each grade level so that several lessons can be drawn on for about two weeks of teaching to several career/consumer education goals and content.

5. Classroom teachers will be compensated for 22 hours of committee work at the negotiated rate of extra pay.

* Composed of three teachers, three principals and project director.

4.2 Inservice Course Development *

The Materials Development Committee will have prepared guides to implement the use of the stories and activities to be used in teaching awareness level content and concepts of career and consumer education. These materials will be used as the main format and content of an inservice course for selected teachers participating in the field test.

1. Goals and objectives of the inservice course need to be identified specific to the scope of the total project and the time allotted to the inservice course.

2. A Course syllabus will be written.

3. Teaching aids and supportive materials organized.

4. Participating teacher selection procedures outlines and specific selections made through cooperating principals.

5. Arrangements are to be made pertinent to time, place, needed materials and record-keeping procedures.

6. Procedures for teacher administration of students' pre and post tests.

* Composed of one principal and the project director.

6.1 Advisory Committee *

The Advisory Committee will serve in a dual capacity to aid the project committee in deciding - (a) the soundness and feasibility of its plans for activities and products, (b) the serviceability of the project's products. This committee will be called into session on an informal basis for periodic consultation with the project director and committees.

Two classroom teachers, one reading specialist, and one member of the Humanities Council will be paid for five hours of consultation and service to the project at the negotiated rate of pay. Other members of the committee consist of non-paid members - one building principal, one career education specialist, and one consumer education specialist.

The Advisory Committee will serve specifically in these activities:

a) Assist the Project Director in the development of the cross-referenced checklist of interrelated content, concepts, and goals of consumer/career education and language arts.

b) Review the survey materials to be used to assess classroom teachers' knowledge and current implementation of career/consumer education concepts.

c) Review the student pre-and post tests of their understanding of career/consumer education content and concepts.

d) Review the prototype materials to be used in field tests.

e) Review the data derived from teachers' survey questionnaire and students' pre-and post tests.

f) Assist in the general evaluation of the project in December and again in May of the 1973-74 project year.

* Two primary classroom teachers
One building principal of a primary school
One career education specialist
One consumer education specialist
One reading and language arts specialist
One member of the Area III Humanities Council

Appendix B

Cross-referenced Goals Checklist

Cross-reference to Career/Consumer Education Goals
and Reading Course Goals

Interrelated Program Goals

Career Education Goals

1. Attitudes and values regarding self and others
2. Attitudes and Values toward work
3. Career Education and the total curriculum (knowledge base)

Consumer Education Goals

1. Evaluation of information and conditions prior to making consumer decisions
2. Role of consumers in our economic system
3. Legal rights and responsibilities
4. Values, honesty, and fair play in economic relationships
5. Influence of personal values and goals on consumer decisions
6. Planning for economic security

Reading Course Goals

1. Vocabulary-word meaning (99.2)
2. Comprehension-explicitly stated information (99.3)
3. Comprehension-implicitly stated information (99.4)
4. Comprehension-interpretation and appreciation of information (99.5)

Coded guide to reading materials*

SRA - 1/a, 1/b, 1/c, 2/d, 2/e, 2/f
SRA - Satellites/ . . . . . .
HRW - Little Owls/ . . . . . .
A & B - 3/1, 3/2
HRW - SL/Ho, SL/No, SL/Cl, SL/St
HR - E to E/ , F to F/ , B to B/ ,

DIRECTIONS

Stories that have content with concepts related to career and consumer education should be used to extend a student's vocabulary and comprehension. Each body of content is identified by the publisher, textbook level, page number, of each story and media useful in developing concepts and goals.
(See example below)

*SRA - Science Research Associates
HRW - Holt, Rinehart, Winston
A&B - Allyn & Bacon
HR - Harper - Row

	99.2 Vocabulary (structure)	99.3 Explicit Comp. (details)	99.4 Implicit Comp. (conclusions)	99.5 Interpretation Appreciation	Other goals
A 2 Attitudes and values toward work					
c. Dependence on others for welfare and survival	SRA-2/e 141-146 (F, FS)	SRA-2/a 141-146 (F , FS)	A&B-3/1 34-42 (SP,FS)	none	none

Checklist of Interrelated Goals

		99.2 Vocabulary Structure Definition Context	99.3 Comprehension Explicit-details Explicit-main ideas Explicit-sequence	99.4 Comprehension Implicit-inference Implicit-conclusion Implicit-analogy	99.5 Comprehension Interpretation Appreciation Evaluation	Other - teacher might consult other specific goals for each passage not explained above.
CA 1	Attitudes and values regarding self & others					
A.	Benefits of respecting others & self					
B.	Understanding, Acceptance, and respect					
C.	Interpersonal relationships with employers & fellow workers					
CA 2	Attitudes and Values toward work					
A.	Personal, social, economic, & political reasons for work					
B.	Work, a dignified activity with rights and responsibilities					
C.	Dependence on others for welfare and survival					
CA 3	Career Ed and the total curriculum (knowledge base)					
A.	Knowledge contingencies for career enhancement and fulfillment					
B.	Career alternatives consistent w/values & goals					
C.	Knows physical and psychological reasons for work and leisure balance					

Checklist of Interrelated Goals

		99.2 Vocabulary Structure Definition Context	99.3 Comprehension Explicit-details Explicit-main ideas Explicit-sequence	99.4 Comprehension Implicit-inference Implicit-conclusion Implicit-analogy	99.5 Comprehension Interpretation Appreciation Evaluation	Other - teacher might consult other specific goals for each passage not explained above.
CON 1	Evaluation of information & conditions prior to making consumer decisions					
A.	Sources of information					
B.	Resources related to needs and desires					
C.	Personal skills in making decisions to buy					
D.	Sources and uses of Credit					
CON 2	Role of consumers in our economic system					
A.	Production & distribution of goods and services					
B.	Relationship of supply and demand					
C.	Basis for changing economy					
D.	Production based on resources, labor and money					
E.	Relationship of skills training, & productivity					

Checklist of Interrelated Goals

		99.2 Vocabulary Structure Definition Context	99.3 Comprehension Explicit-details Explicit-main ideas Explicit-sequence	99.4 Comprehension Implicit-inference Implicit-conclusion Implicit-analogy	99.5 Comprehension Interpretation Appreciation Evaluation	Other - teacher might consult other specific goals for each passage not explained above.
CON 3	Legal rights and responsibilities of consumers					
A.	Consumer protection laws					
B.	Consumer protection by agencies					
C.	Rights to product safety					
D.	Rights & responsibilities in relation to business practices					
CON 4	Values, honesty, and fair play in economic relationships					
A.	Ethical business practices					
B.	Need for consumer honesty					
C.	Mutual trust in credit, contracts, etc.					
D.	Responsibility for maintaining marketing standards					

Checklist of Interrelated Goals

		Vocabulary Structure Definition Context	Comprehension Details Main Ideas Sequences	Comprehension Inference Conclusion Analogy	Comprehension Interpretation Appreciation Evaluation	Other
CON 5	Influence of personal values & goals on consumer decisions					
A.	Cultural, economic and social factors & values					
B.	Continuous reassessment of values					
C.	Influence of psycho-logical factors					
D.	Differences in long and short-term values and goals					
E.	Events in society which change priorities of values and goals					
CON 6	Planning for economic security					
A.	Alternative choices of occupations					
B.	Basic principles of financial planning					
C.	Affect of inflation on real income					
D.	Avoidance of losses through fraud					
E.	Maintenance of personal and family records					
F.	Use of banking Services					
C.	Disproportionate share of lower income for necessities of living					
H.	Family problems created by financial difficulties					

Appendix C

Bibliography

1. Reading and Language Arts Materials

2. Career and Consumer Education Resource Guides

Appendix C

Bibliography of materials used by Teacher Committees

Science Research Associates

Level A	A Pig Can Jig	grade 1
Level B	A Hen In A Fox's Den	grade 1
Level C	Six Ducks In A Pond	grade 1
Level D	A King On A Swing	grade 1
Level E	Kittens And Children	grade 2
Level F	The Purple Turtle	grade 2
	Sattelites Kit - grades 1 and 2	

Holt, Rinehart Winston

Little Owls books -	grades 1 and 2
Sounds of Home -	Preprimer
Sounds of Numbers -	Primer
Sounds Around The Clock -	grade 1
Sounds of Laughter -	grade 1
Sounds of The Storyteller -	grade 3

Allyn and Bacon

Magic Windows -	grade 3
Story Caravan -	grade 3

Horcourt, Brace, Jovanovich

Language for Daily Use - grade 3

Harper & Row

From Elephants to Eskimoes -	grade 1
From Fins to Feathers -	grade 2
New Directions in English -	grade 3

Area II PPS

Career Education - An Idea Book -	grades K-6
People in Products & Services	
Career Awareness Progress -	grades K-6

Area III PPS

Profile of a Complete Consumer -	grades K-12
Consumer Education Curriculum Kit	grades K-3

Appendix D

Descriptor-Concept Terms

for each Course-Level Goal

reer Education

Attitudes and Values - Self and other

Concepts: Benefits, Acceptance & Respect, Cooperation

Language For Daily Use, Teacher's Edition Gr. 3 p 55

Concepts: Benefits, Acceptance & respect, Cooperation

Language For Daily Use, Teacher's Edition Gr. 3 pp 174-175
pp 150-151

Concepts: Cooperation

"A Cat On A Bus" A Hen In A Fox's Den Gr. 1 pp 61-68

Concepts: Patience & practice

"The Cake With A Difference" The Purple Turtle Gr. 2 p 134

Concepts: Patience & practice

"Six Ducks On A Pond" Six Ducks In A Pond Gr. 1 pp 80-85

Concepts: Benefits, Acceptance & respect, Sharing Labor

"Camp Six By Six" Six Ducks In A Pond Gr. 1 pp 131-137

Concepts: Acceptance & Respect, Interpersonal relationships, Cooperation

"Tonghy Announces The News" Satellite F-27 Gr. 1 pp 2 & 3

Concepts: Acceptance & respect, Sharing Labor, Cooperation

"Dave Goes To A Barn Raising" Satellite F-37 Gr. 1 entire story

Concepts: Interpersonal relationships, Sharing Labor, Cooperation

"The Old Woman And Her Pig" Sounds of Laughter Gr. 1 pp 40-53

Concepts: Interpersonal relationships, Sharing Labor

"Eskimoes" From Fins To Feathers Gr. 3 pp 86-90

Concepts: Acceptance & respect, Interpersonal relationships, Sharing Labor, Cooperation

"The Sneezer" The Purple Turtle Gr. 2 pp 97-102

Concepts: Benefits, Patience & practice, Cooperation

"Al Tugs A Log" Satellite B-9 Gr. 1 entire story

Concepts: Acceptance & respect

"A Fast Trip On A Big Sled" Six Ducks In A Pond Gr. 1 pp 101-107

Concepts: Sharing Labor, Cooperation

"The Trip On A Raft" Six Ducks In A Pond Gr. 1 pp 111-116

reer Education

Attitudes and Values - Work

Concepts: Interdependence

"Tall Boy" Satellite F-20 Gr. 2 entire story

Concepts: Reasons for work, Skills & talent

"Parking A Horse" Satellite F-26 Gr. 1 entire story

Concepts: Interdependence

"Baby Elephant" Sounds Around The Clock Gr. 1 - 2 pp 22-38

Concepts: Skills & talent, Interest in fixing things, Special knowledge

"Busy Carpenters" Sounds Around The Clock Gr. 1-2 p 112

Concepts: Reasons for work, Dignity of work, Interpendence, Skills & talent, Interest in fixing things, Special Knowledge, Sense of worth

"Mr. Sam's Friends" The Purple Turtle Gr. 2 pp 70-76

Concepts: Interdependence

"The Sneezer" The Purple Turtle Gr. 2 pp 97-102

Concepts: Reasons for work, Interdependence, Interest in fixing things

"Dave Goes To A Barn Raising" Satellite F-37 Gr. 1 entire story

Concepts: Reasons for work, Dignity of work, Interdependence

"Billy Becomes a Cowboy" The Purple Turtle Gr. 2 pp 207-212

Concepts: Reasons for work

"Bruce And The Red Bicycle" Satellite F-24 Gr. 1 entire story

Concepts: Reasons for work, Dignity of work, Sense of worth

"Joey's Job" Magic Windows Gr. 3 pp 18-29

Concepts: Reasons for work, Dignity of work, Interdependence, Skills & talents

"More About Eskimos" From Fins To Feathers Gr. 2-4 pp 93-95

Concepts: Reasons for work, Skills & talent

"The Walrus" From Fins To Feathers Gr. 2-4 pp 117-120

Concepts: Skills & talent

"The Cake With A Difference" The Purple Turtle Gr. 2 pp 134-141

reer Education

Career Ed and the Total Curriculum
(Career choice based on knowledge, values, and skills)

Concepts: Career improvement

"Ten Pigs And A Hen" A Hen In A Fox's Den Gr. 1 pp 23-28

Concepts: Preparation

"Joey's Job" Magic Windows Gr. 3 pp 18-29

Concepts: Work & leisure, Preparation

"The Tree House" The Purple Turtle Gr. 2 pp 89-94

Concepts: Alternatives

"The Little Squeezy Bug" Kinderowl Gr. K entire book

Concepts: Alternatives, Career Improvement

"Bruce And The Red Bicycle" Satellite F-24 Gr. K entire story

Concepts: Career Improvement, Alternatives

"Indians" From Fins To Feathers Gr. 3 pp 93-95

Concepts: Job Exploration, Alternatives

"The Outsiders" From Fins To Feathers Gr. 3 pp 103-105

Concepts: Job Exploration

"Working Wheels" Kinderowl Gr. K entire book

Concepts: Job exploration, Preparation

Language For Daily Use (teacher's edition) Gr. 3 pp 60-61

Concepts: Career improvement

Language For Daily Use (teacher's edition) Gr. 3 pp 74-75

Concepts: Alternatives

"Mr. Fix-it's Odd Job" Satellite D-23 Gr. Primary

Concepts: Work & leisure

"Camp Six By Six" Six Ducks In A Pond Gr. 1 pp 131-137

onsumer Education

. Legal rights and responsibilities of consumers

Concepts:	Business practices		
	Language For Daily Use (teacher's edition)	Gr. 3	pp 174-175
Concepts:	Business practices		
	"Will's Cab" Satellite C-1	Gr. 1	entire story
Concepts:	Protection laws, Business practices		
	"The Bug's Jug" Satellite B-8	Gr. 1	entire story

nsumer Education

Honesty and fair play

Concepts: Business ethics, Consumer honesty

"Guns In The Hills" Satellite D-24 Gr. Primary entire story

Concepts: Business ethics

"Joey's Job" Magic Windows Gr. 3 pp 18-29

Concepts: Bartering

"Let's Eat" Kinderowl Gr. K entire story

Concepts: Bartering

"More About Eskimoes" From Fins To Feathers Gr. 3 pp 93-95

Concepts: Business ethics

"Will's Cab" Satellite C-1 Gr. 1 entire story

nsumer Education

Consumer decisions and personal values and goals

Concepts: Long- and short-term values & goals

"The Three Billy Goats Gruff" Sounds of Laughter Gr. 2 pp 56-57

Concepts: Reassessment of values, Psychological factors, Long- and short-term values & goals

"Which Do You Choose?" Kinderowl Gr. K entire story

Concepts: Psychological factors, Long- and short-term values & goals

Language For Daily Use (teacher's edition) Gr. 3 pp 120-121

Concepts: Reassessment of values, Long- and short-term values & goals

"The Story Of The Ants Quarrell" The Purple Turtle Gr. 2 p 17

Concepts: Reassessment of values

"A Shoe For Herbie" Magic Windows Gr. 3 pp 40-49

Concepts: Psychological factors

"Ken's Pet Pup" Satellite B-17 Gr. 1 entire story

Concepts: Cultural economic values, Reassessment of values, Psychological factors, Long- and short-term values & goals

"The Lamp Helps" Satellite C-24 Gr. 1 entire story

Concepts: Reassessment of values, Psychological factors, Long- and short-term values & goals

"Let's Just Think" Satellite D-16 Gr. 1 entire story

Concepts: Cultural economic values

Language For Daily Use (teacher's edition) Gr. 3 p 55

nsumer Education

Planning for economic security

Concepts: Inflation, Losses through fraud

"The Three Billy Goats Gruff" Sounds Of Laughter Gr. 2 p 56

Concepts: Alternative occupations

"Indians" From Fins To Feathers Gr. 3 pp 99-102

Concepts: Problems from financial difficulties

"A Fast Trip On A Big Sled" Six Ducks In A Pond Gr. 1 pp 86-92

Concepts: Financial planning

"The Story Of The Ants Quarrel" The Purple Turtle Gr. 2 p 17

Concepts: Losses through fraud

"Will's Cab" Satellite C-1 Gr. 1 entire story

Concepts: Alternative occupations, Financial planning, Problems from financial difficulties

"Joey's Job" Magic Windows Gr. 3 pp 18-29

Concepts: Financial planning, Subsistence level incomes, Problems from financial difficulties

"Let's Eat" Kinderowl Gr. K entire story

Appendix E

Agreement Levels for Importance

of Career and Consumer Education Goals

Appendix E

Classroom Teacher:

Assume that you were asked by a colleague to identify the main purposes for teaching Consumer and Career Education instruction. Rank the following course goals as to level of importance in teaching K-3 students.

Responses shown:
1. Raw data
2. Percent of total responses
3. Total teachers responding

Raw data/percent of responses				Career Education Concepts
High	Medium	Low	None	The student knows -
30/86	3/9	2/6	0	a. the physical and emotional benefits of understanding and respecting self and others throughout life. 35
21/62	11/32	1/3	1/3	b. that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers. 34
18/53	12/35	3/8	1/	c. the personal, social, economic and political reasons for work in our society. 34
26/76	6/18	2/6	0	d. that work is a dignified human activity which gives rights to and requires responsibilities from its participants. 34
25/72	7/20	3/8	0	e. that in our society he is dependent on the goods and services of others for his welfare and survival. 35
9/35	16/46	8/23	2/6	f. that skill in job exploration, selection and preparation can lead to continual enhancement of his career and to greater personal fulfillment. 35
11/31	21/58	4/11	0	g. the physical and psychological reasons for work and leisure activities. 36
7/21	20/59	6/18	1/3	h. how to evaluate his aptitudes, interests and abilities in exploring career opportunities. 34
12/34	13/37	10/29	0	i. that individuals can learn to function effectively in a variety of occupations. 35
7/21	19/56	5/15	3/9	j. that every career has entry, performance, physical, attitudinal and educational requirements. 34
1/3	14/41	17/50	2/6	k. career choice may help determine friends, associates and status in the community. 34

Appendix E

(continued)

Raw data/percent of responses				Career Education Concepts	Responses shown:
High	Medium	Low	None	The student knows -	
3/9	15/44	14/41	2/6	1. 34	that career choice effects the amount and type of leisure activity that may be pursued.
				The student is able -	
8/23	7/20	12/35	8/23	m. 35	to select a tentative career choice based upon exploration of a wide variety of occupations
9/26	4/12	12/35	9/26	n. 34	to develop and apply the basix skills and behaviors required to perform in one or more entry level jobs.

Appendix E

High	Medium	Low	None		Consumer Education Course Level Goals
					Students who participate in related activities will be able to -
9/26	17/49	7/21	1/3	34 - a.	identify sources of information.
13/43	13/43	4/13	0	30 - b.	develop skills in use of information.
17/59	8/28	4/14	0	29 - c.	relate resources to needs and wants
7/21	9/26	18/53	0	34 - e.	list the steps in decision-making
17/50	12/35	5/15	0	34 - f.	identify effective shopping techniques
15/12	11/31	9/25	0	36 - g.	explain how consumer skills can improve standard of living.
7/21	10/29	14/41	3/9	34 - h.	identify the sources and uses of credit.
6/18	10/29	15/44	3/9	34 - i.	compare advantages and disadvantages of using credit.
7/21	11/32	15/44	1/3	34 - j.	identify responsibilities of lender and borrower in a credit transaction.
10/30	11/33	11/33	1/3	33 - k.	know the meaning of basic terms used in consumer education.
13/37	14/40	8/23	0	35 - l.	explain the relationship of supply & demand.
4/11	12/34	16/46	3/9	35 - m.	state why the economy is constantly changing.
4/13	16/50	12/38	0	32 - n.	relate an individual's efforts as a producer to his standard of living.
4/12	8/24	16/48	5/15	33 - o.	identify basic consumer protection laws and their provisions.
4/12	5/15	19/56	6/18	34 - p.	list sources of information about consumer protection laws.
6/18	7/21	16/48	4/12	33 - q.	identify ways various public and private agencies protect the consumer.
7/21	12/35	13/38	2/6	34 - r.	analyze consumers' rights to reasonable safety in products.
6/18	14/41	13/38	1/3	34 - s.	judge marketing techniques and services affecting consumer decisions.

Appendix E

(continued)

High	Medium	Low	None		Consumer Education Course Level Goals
					Students who participate in related activities will be able to -
8/24	16/47	5/15	5/15	34 - t.	identify ethical business practices.
8/24	14/42	9/27	2/6	33 - u.	analyze the influence of cultural, economic and social factors on personal values.
8/24	10/30	11/33	4/12	33 - v.	analyze how changing life styles and life cycles influence values and goals.
7/21	12/36	10/30	4/12	33 - w.	identify basic principles of financial planning.
9/26	9/26	11/33	5/15	34 - x.	analyze how inflation may affect real income.

Appendix F

Prototype Instructional Guides

Prototype Instructional Guide

Textbook - Magic Windows

Publisher - Allyn & Bacon, Inc.

Story - "Joey's Job"

Career and Consumer Education Goals

Reading Course Goals

Career Education Goals

1. Attitudes and values toward work
2. Attitudes and values regarding self and others
3. Career education and the total curriculum (Knowledge base)

Consumer Education Goals

1. Evaluation of information and conditions prior to making consumer decisions
2. Role of consumers in our economic system
3. Influence of personal values and goals on consumer decisions
4. Planning for economic security
5. Legal rights and responsibilities
6. Values, honesty, and fair play in economic relationships

Reading Course Goals

1. Vocabulary - word meaning
2. Comprehension - explicitly stated information
3. Comprehension - implicitly stated information
4. Comprehension - interpretation and appreciation of information

Textbook - MAGIC WINDOW
Publisher: Allyn and Bacon, Inc.
Story: Joey's Job

Purpose: To reinforce a concept of how decision making factors and interpersonal relationships influence or determine a family's economic situation through a series of pupil-teacher discussions of content that reflect correlating career or consumer education goals.

First day:

* Identifying old and new concepts, Teacher's edition, page 63.
* Review of old vocabulary, Teacher's edition, page 64.
  Development of new vocabulary, Teacher's edution, pages 64, 65, 66, 67.

Synopsis of story:

Joey's father was out of work due to factory automation. His mother could not leave the smaller children to work outside the home. With the help of Joey and his brother as delivery salesmen for the doughnuts the mother bakes, they eventually think of expanding their product and owning a bakery of their own as a result of Joey's salesmanship and decision making ability.

After establishing ways or gestures for responding to questions (raised hands or etc.) in a slightly serious voice, ask pupils if any of them ever had to do a job that was so important, that they just knew everything, depending on how well they did that job. Then tell them that Joey's job is kind of like that.

Reading: Ask pupils to read silently page 18 to speculate on what Joey's job might be. Have them identify and discuss plot elements that generate their ideas.

FOLLOW-UP QUESTIONS:

1. Now that you have read page 18, what do you suppose Joey's job will be?
2. Find and read just those sentences that gave you an idea about Joey's job.
3. What sentence made you know Joey and his mother has discussed the possibility of his not being able to do his job? Read it.

Reading: Ask pupils to read silently pages 20, 21 and 23 to find out how Joey and his family feel about themselves, each other and fulfilling their responsibilities toward each other in reaching their family's goal.

Follow-up questions:

4. Who can use his imagination (pictures formed inside their heads as they read the story) to tell about an imaginary conversation that might have taken place between Joey and his family before his mother decided to work out of her home, rather than go out to work?

5. How does Joey feel about taking on the responsibilities of his job?

6. What do you suppose are some of the things he will be expected to do?

7. A. Does Joey really believe that he will be able to do the job? B. How could you tell?

8. A. Could Joey have refused to take ~~gotten out of taking~~ his job? B. If you had to change places with Joey, what would you do?

9. Who can describe Joey's attitude or ways he treated his customers:
   a. Was he just putting on an act to sell their doughnuts?
   b. What made Joey a good salesman?

10. What is the one main cause for Joey's family's financial problems in the first place?

11. a. What kinds of factories have you visited here in Portland?
    b. Can you name any of the big machines?
    c. Do you remember seeing any kind of machine that was doing a job that Joey's father might have done by hand?
    d. Is it good that we seem to always make new things to take the place of old things? Yes/No Why?

_____ Day

Development of New Vocabulary. Teacher's edition, pages 66-67
Guided Silent Reading - Student textbook, pages 24, 25, 26
Follow-up Discussion

Motivation: Ask the children if they can think of some problems any delivery man may have while trying to serve his customers. Then tell them that Joey is about to face a big problem and will have to make a big decision because of it. After a short discussion, ask them to read silently pages 24, 25 and 26 to find out what happens to Joey next.

FOLLOW-UP QUESTIONS FOR DISCUSSION:

1. A. What do you think about the way Joey's accident happened?
   B. Could it have been avoided?
   C. If yes, how; if no, why?
   D. How does Joey feel?
   E. Can you name some safety rules that people on different kinds of jobs may need to follow?
2. A. If you owned a factory or business and you were selling most of what you produced, what kind of signal would that be to you?
   B. What kinds of decisions do you think you would have to make?
   C. Would you be the only one to make all these decisions.
3. Suppose you were Joey and had sold all those doughnuts, would you have been as excited as he was? Why?
4. A. Could Joey have been so sure when thinking about cleaning the doughnuts off and still selling them, that no one saw them fall? Explain.
   B. What did his mother mean when she told him "You can't treat folks like that"?
   C. What would happen if someone at Safeway sold you some candy that taste gritty? (discuss in short agencies for consumer safety)
5. What decision making situation have you been involved in that could have hurt another person or people? Explain

Lesson: Presentation of film or films (selected by teacher)

Factory: How a Product is Made 14 min.

Cities and Manufacturing: Where We Make Things (1961)
K-3 9 min.
(step-by-step assembly line
in a toy factory)

Clothing: A Pair of Blue Jeans (1971) K-6 15 min.
(from cotton field to factory to advertising to purchasing)

Purpose:

To help children internalize the importance of interpersonal relationships, required knowledge of reading, writing, counting, clear thinking, and the many difficulties of learning an occupation without the benefit of books, teachers, or trainers.

To show that some people's jobs are based on their special abilities or skills at doing one thing better than someone else (an example would be Joey's mother)

1. For what reasons might a factory owner let more and more machines take over the jobs in his factory?

2. Even if they placed new machines in the factory, where Joey's father worked, why couldn't father be the machine's operator that took his job?

3. a. Don't all machines need people? b. Explain.
c. Does anyone know what kinds of factories are in Chicago?
d. If not, this could be assigned to the group for a short report later.

4. What do you suppose are some things Joey's father could do that would make a lot of people want to hire him to work for them?

5. In what ways could Joey's father knowledge, reading, arithmetic, writing, and better ways of speaking.

6. Describe what skills Joey's mother must know and use in doing her job.
- reading instruction - record keeping (list) - counting - telling time - measuring - fractions - health (cleanliness)- and following directions.

7. A. How do you think Joey felt as he rode toward Mrs. Johnson's house?
   B. Describe how Mrs. Johnson helped Joey to understand that she liked his service.
   C. Could the way Mrs. Johnson treated Joey have helped him feel better about going on to the next customers?

8. A. When Joey's mother tells him that she has to buy tomorrow's groceries with their doughnut money, what does she really mean? Explain.
   B. What arithmetic operations could mother use to see how much money they will have to buy groceries with? (1) After subtracting the cost of making the doughnuts from all of the money she got from their sales, she will use to buy groceries. (Estimation, addition and subtraction)
   C. Do you remember what businesses call this sum of money? (If not, tell them profit)
   D. On the day after Joey's accident, what kinds of things do you think would be the first on mother's grocery list? (flour, sugar, butter, flavor, frying oil, and paper sacks)

Questioning Motivation:

9. I don't suppose the family will have to go without food for dinner because the doughnuts were lost, but the family will have to do without something to make up for the cost of the lost doughnuts. (Won't buy as many groceries)

   A. Could this in any way cause the family to pay more to produce the next orders of doughnuts? (If no answer, lead into a discussion on choices of scarce-resource use and effects)
   B. How could they get back their loss? (raise prices)(buy items on sale)
   C. But would a family like Joey's pass on their loss to their customers, making them pay more for the same product?
   D. Who can compare the differences between Joey's mother's tools and that of a large bakery?

10. In the future, do you think a family like Joey's can really own a bakery of their own, and why? (Lead the children in closing to discuss values in savings-banking - loans and good management of money as well as the cooperation between the family members)

_____ Day

Development of new vocabulary, see Teacher's edition, pages 66-67

Guided Silent Reading, pages 27, 28, 29

Follow-up discussion following silent reading

Motivation: Ask the children to speculate on how Joey's mother will feel when he comes home with so many of their doughnuts unsold.

Reading: After some discussion, have pupils finish reading the story.

FOLLOW-UP DISCUSSION:

1. A. Describe Joey's mother's feelings about her son and the loss of her doughnuts?
   B. How did she let him know she was proud of the way he performed his job?

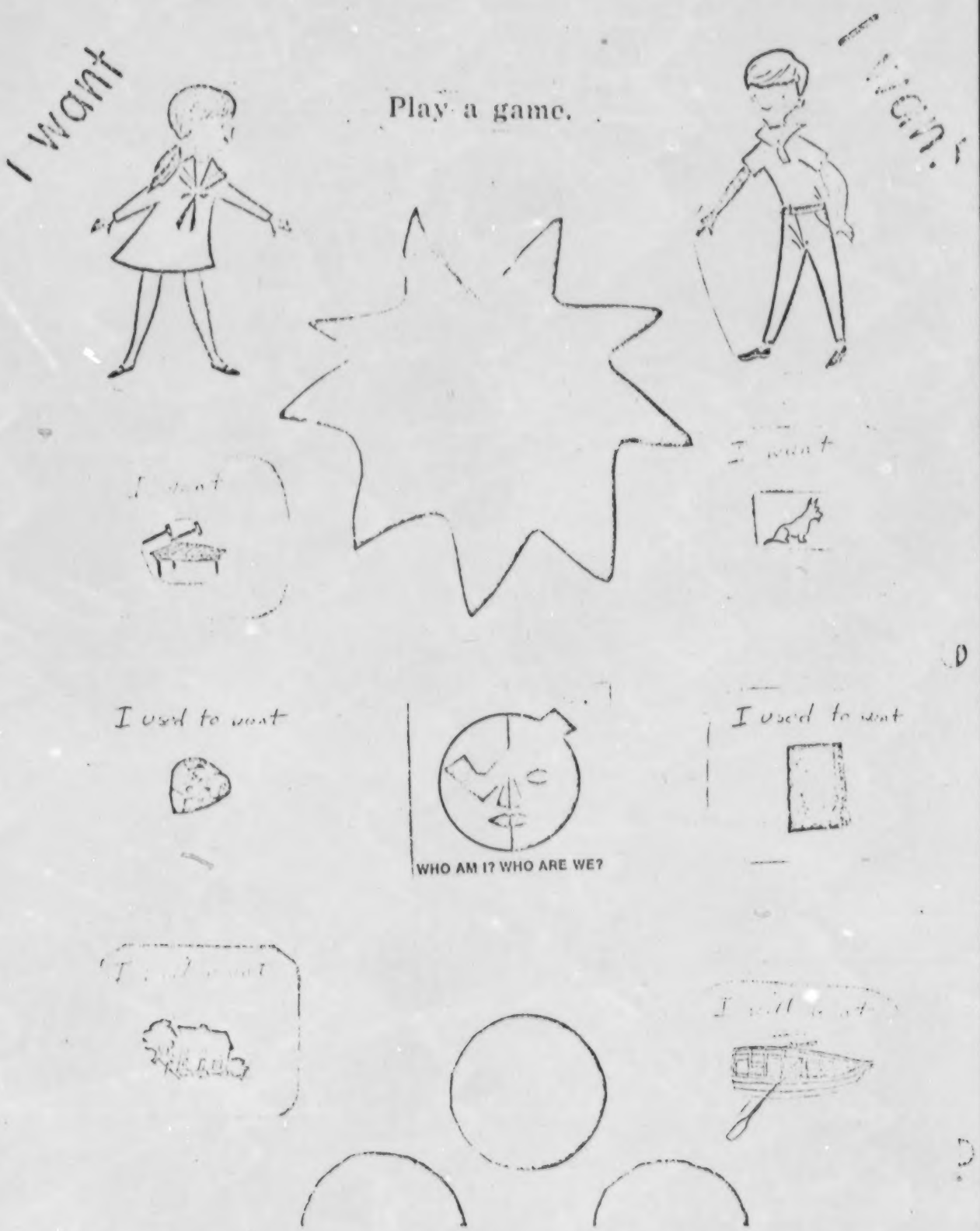
2. When Joey asked his mother if he should have delivered the rest of the doughnuts, what did she mean by "You can't treat folks that way?"

3. A. Could Joey have been so sure that no one saw his accident?
   B. What kinds of things could have happened to Joey and his family had he sold the doughnuts?

4. A. Do you think there are people whose jobs are to help people when something like this happens to them?
   B. Does anyone know a man named Ralph Nader? (Explain his job in relation to cars)- laws to protect consumers.

5. Describe what Joey meant when he told his mother that the birds were eating their dinner for tomorrow?

6. A. What are the most important things Joey's family needed? (food-shelter-clothing)
   B. What do families need most to exchange for good, shelter, clothing, and how do they get it? (money - job or skill)
   C. How important was Joey's mother's special skill to his family?
   D. What did the family decide to do with her special skill? (sell it)
   E. Does anyone have any suggestions as to how mother got that list of names on Joey's list? (maybe she gave away samples of her doughnuts) - explore answers
   F. When stores place an ad in the paper or when you see your favorite commercial on TV, what does that make people do? (Go out and buy the product)
   G. What is that called?
   H. Could the way in which Joey treats people act the same as an ad for their doughnuts?
   I. How important are people like Mrs. Johnson to people like Joey and his family, and other people who make products and provide services? Explain
      (They buy the product produced by the producers who use the profit to supply their need.)
   J. How does Joey's family provide a service? (doughnuts are delivered to their door)
   K. What other services can you name?


I want
I want
I want
I used to want
I used to want
WHO AM I? WHO ARE WE?

Play a game.

GAME INSTRUCTIONS

Purpose. *"You're It!" is designed to teach, through role-playing, values such as making decisions and compromises; setting priorities; and seeing the viewpoints, customs, and values of others. For best results, the teacher should read both the game and these instructions thoroughly.*

Setting Up the Gamebook. Have students: (1) unfold the newspaper; (2) place fingers on the small arrows; (3) fold back; (4) close the book.

General Procedure. (for all skits) 1. Have the whole class read the first page introduction for each game. 2. Note the color coding that identifies *that* game on subsequent pages. 3. Ask for volunteers for each part. Have them come to the front of the room. (Note: Each game requires three players. However, parts marked with an astersk (*) may be played by several players. Almost all parts may be played by either male or female students.) 4. Have each player read his part AND ONLY HIS PART silently. (This is vital to the game as many parts contain conflicting instructions and purposes.) 5. Briefly and privately discuss each part with its player. Be sure he understands both the situation and what he is expected to do.

Specific Instructions. *Baseball*—Give the team members a ten-minute time limit to reach a decision. *Astronaut* and *Jail*—Have the deciding party (*Commander* and *Judge*) each explain the situation to the others, then announce his "decision" after role-play. *Zoo* and *Jones*—Keep the *zoo keeper* and *police officer* out of the action until the situation is well-developed. *Say*—Be sure the *foreigner* understands his peculiar jumping custom. Caution him not to speak any English.

After the Plays. Role-play assumes its teaching value with full discussion. Use these questions after each skit. *To the actors:* How did you feel doing this part? What was easy about it? Hard? What did or didn't you like? Were the others fair? What did you learn? *To the audience:* Who was right in this play? Who was wrong? How would you have played the part differently?

Know Your Use

A Weekly Newspaper
May 16, 1973
Volume E, No. 30
Xerox Education Publications
Education Center, Columbus, Ohio 43216

XEROX

GAME BOOK

YOU'RE IT!?

THE BIG BASEBALL GAME

WHO WILL RETURN?

WHAT'S NEW AT THE ZOO?

'CRAZY OLD JONES'

TO JAIL OR NOT TO JAIL

WHAT DID HE SAY?

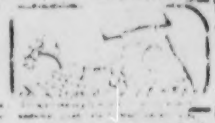
ROLE 1

BIG LES-STAR HITTER

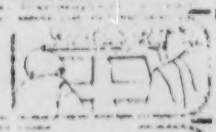
ASTRONAUT COMMANDER

*ZOO VISITOR

*A STUDENT



A JUDGE IN A COURT



*A YOUNG PERSON

ROLE 2

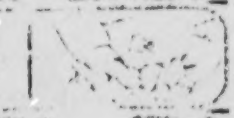
FAST FRAN-STAR FIELDER

ASTRONAUT ENGINEER

NEW ANIMAL AT THE ZOO

'CRAZY OLD JONES'

YOUNG PERSON IN TROUBLE

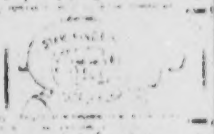


MAIL CARRIER

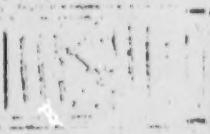
ROLE 3

RULEBOOK RONNIE

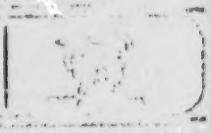
ASTRONAUT STAR FINDER



THE ZOO KEEPER



A POLICE OFFICER



A STORE OWNER

PERSON FROM A FAR LAND

BOOKS TO ASSIGN STUDENTS

I Know a Baker
by Chika A. Iritani, illustrated by Jane Evans; G. P. Putnam Sons, New York

The Baker's Children - A visit to a family bakery
by Greta Mannheim; Alfred A. Knopf, New York

How Foods are Preserved
by Marjorie Ann Banks; Benefic Press, Chicago

Let's Go to a Supermarket
by Victoria L. Chapman, illustrated by Frank Aloise, G. P. Putnam Sons, New York

You Visit a
Dairy
Clothing Factory
by Leonard Meshover; Benefic Press, Chicago

Let's Go to a Paper Mill
by Lynn Perkins; G. P. Putnam Sons, New York

Whose Tools are These?
by Edward and Ruth Radlauer, illustrated by Roy Gjertson; Children's Press, Chicago

Let's Go to a Bank
by Laura Sootin, illustrated by Barbara Corrigan; G. P. Putnam Sons, New York

How People Live in the Big City
by Muriel Stanek and Barbara Johnson, pictures by John Hawkinson;
Benefic Press, Chicago

The Lucky Cook Book for Boys and Girls
by Eva Moore

Story Caravan
Allyn and Bacon
"The Peddler's Clock"

Grade 3
Written by Eleanor Swanson
pp. 48-65; T.M. pp 82-100
Activity Book pp. 23-28

Objectives

I The students will examine the relationship of supply and demand as directed toward the rural economy of the story and the urban economy of the present time.

II The students will identify psychological factors which influence consumer decisions concerned with bartering.

III The student will differentiate between "needs" versus "wants" and will respect differences in adult and child directed priorities.

---

pp 48-51 Mother's wants were concerned with a decorative clock for the clock for the kitchen. Father considered this a frivolity and stood firm in the fact that his big silver watch was enough timepiece for the household. Timothy and the other children told time by the sun. Grandmother Bell was the only family member to recognize Mother's want as being a basic need for a clock in the house.

pp 51-60 The peddler arrived just before supper on the same day Father had gone to the village on business. Mother traded Muley, the cow Father had recently purchased, for a beautiful clock with pink roses on its glass. Timothy was heartbroken. He considered Muley to be his cow. The peddler's gift of three cow bells only deepened Timothy's loss.

pp 60-64 Father returned the next afternoon. At supper time he heard the six cheerful notes at the clock as it struck the hour. He was angry that Mother had traded Muley for an ornament.

The next day Father recognized Timothy's loss. Timothy knew Muley was worth more than the clock. Timothy told Father that he was making plans to work for Muley's new owner to pay for her.

Father immediately left on business, saying he would return before supper. He went to the village and paid for the clock. He brought Muley back to the farm. Everyone was happy. Timothy was especially happy. Now he had three cow s to wear the three bells.

Activity I

Before this activity the teacher may have introduced other activities concerning self-awareness. For this activity the students will design two faces -- a "happy face" and an "unhappy or sad face." These faces may be used separately, or may be stapled or glued to a tongue blade or strip of cardboard and turned as needed.

(pp. 50-51 and pp. 54-60) should be of value to this activity in leading the students to concepts concerning their own and others' feelings. Mother is disappointed (p. 50) about Father's purchase of Muley. The student reading this paragraph would hold up the "unhappy face." Father, Grandmother Bell and Prudence's readers would show their unhappy faces. On p. 51 where everyone laughs, the readers would all turn their faces to the "happy face" side.

On (pp. 54-60) the students would find that Mother's and Timothy's feelings differed greatly concerning Muley's value. Mother's tears came (p. 55) when she asked the peddler to remove the clock as she had no money. Timothy's tears came, (p. 57) when he realized that the peddler had accepted his cow as a trade for the clock.

(pp 60-65) hold tense feelings that flow from the explosive anger of Father to the intense happiness of Timothy when Muley is returned to the farm.

Vocabulary used may include smiled, cheerful, tears, sad, frightened, laughed, afraid, good, happy, gay, quiet, pleasant, nice, unpleasant, unkind, laugh, chatter, and happiness. These words are in the story (pp. 54-65).

Activity II

The Activity Book for Story Caravan has two pages, p. 24 and p. 26, concerning "Antonyms" and "Synonyms". These pages may be used as an extension of the vocabulary in Activity I.

The students may wish to explore a special dictionary which lists antonyms and synonyms.

The students and teacher may wish to compose sentences using concepts concerning self-awareness.

Sentences composed for synonyms may read:

1. We heard happy laughter as the children played "Follow the Leader" through the wading pool.

   peaceful joyous pleasant

2. The clown looked very sad as he picked up the broken balloons.

   sorrowful fortunate unlucky

3. Father had much pleasure from his big silver watch. His own Father had bought it many years ago.

pleading playmate enjoyment

Activity III

The teacher and students will have discussed basic "needs" of food, clothing and shelter as compared to "wants". They will have qualified the differences of the rural Bell family "wants" and their own urban family "wants" that qualify as vicarious needs in which the whole family finds pleasure or satisfaction.

For this activity the students may make a list of "wants" and, later, may classify them as to "child wants" and adult wants.

Catalogues may be brought from home or provided by the teacher. The students first participate as consumers. After deciding on a personal budget, they prepare a list and investigate the prices of several items. Later, they shop in this way for each member of the family.

To generalize the principle that their "wants" change as they grow older, they each make a picture story of I want ..., I used to want ..., and I will want ... (see the cut outs on the inside of folder).

A symbol may be chosen for each "want", present, past, and future. For example: the past, or center "I used to want", could be a square; the future "I will want", a cloud, indicating dreams of wants to come in adulthood; the present, "I want", could be a triangle, indicating growth in making choices.

Activity IV

Some of the students may lack skills in telling time. An investigation of the different types of clock faces, and an inquiry into the variety of clocks made through the centuries will help these students improve their time telling skills. Math, science, health, and social studies books may be examined for time related activities.

"Sundials to Digital Clocks" could be the title of this activity. The students inventory all timepieces in their school and select two or more types to develop marketing and distribution concepts.

Students who like to write may choose to write advertisements. Students who like to draw may choose to be display workers making signboards and/or show-cards. Some students may make up games or rhythms that go clockwise or counter clockwise. Students could use stick figures of children as the numerals 1, 2, 3, and thus gain skills in time telling. Students who choose to do research will "want" to read or report their findings to other students. (See front folder of "The Peddler's Clock").

The King Features, Popeye and Marketing and Distribution Careers, will aid the students in exploring the variety of occupations involved in the cluster.

Popeye and Manufacturing Careers may be used, also, to the students learning advantage. An assembly line could be developed, and the students, who needed time telling skills, could assemble clock faces on paper plates. Students would discover the principle of efficiency by working in an assembly line production versus each person assembling a clock alone with all materials kept in order.

1. Title of Text: "It's Schooltime" Kin/Der Owl Series, Grade Level K-1

2. Publisher: Holt, Rinehart and Winston, Inc.

3. Title of Story: pages illustrating mailman, policeman, firetruck (fireman), garbage cans (garbageman).

4. Purpose of Lessons (Goal Statement)

   #2) Students will be able to identify types of work performed by persons in their community (particularly the service careers of a policeman, mailman, fireman and garbageman).

5. Synopsis of Related Content:

   A study of community helpers introduced in "It's Schooltime", limited to careers associated with service:

   a. policeman
   b. fireman
   c. garbageman
   d. mailman

Teacher Preparation

6. Materials needed

Guide 2

"It's School Time"

a. Films

1) Modern Post Office

2) What Is a Community

3) The Policeman

4) Night Community Helpers

b. Filmstrips

1) Community Workers & Helpers - Group II

2) Community Helpers "A"

3) Community Helpers "B"

4) Community Series: Systems In Our City.

5) Who Helps Us? "A"

6) Who Helps Us? "B"

7) Wonderful World of Work: Carrying Your Mail

File 3

c. Records

"It's School Time"

1) Community Helpers

d. Kits

1) Fireman's Kit

e. Speakers, tours, misc.

1) Police Dept. of Portland, 222 S. W. Pine; Lt. Smith (226-7551 ext. 318)(tour)

2) Int. Assn. of Chiefs of Police, 1319 18th St. N.W., Washington D.C. 20036

3) Portland Fire Bureau, 55 S.W. Ash (228-6141 Ext. 492 or 485) (tour)

4) Int. Assn. of Fire Fighters, 905 16th St. N.W., Washington D.C. 20006

5) Multnomah I.F.D. (255-1941) Career Specialist

6) IPAR - Speakers Bureau (222-4421)

7) U.S. Postal Service, 715 N.W. Hoyt; Mrs. Marie Edmon (226-3361 ext. 1955) (tour)

f. Books

1) Alfred, Lewis Behind the Scenes At The Post Office, Dodd, 1965 Grade 2

2) Rawl, Jeanne A. City Workers, Watts, 1969, K-3

3) Schwartz, Alvin Night Workers, Dutton, 1966, K-3

4) Slobodkin, Lewis Read About the Policeman, Watts 1956 Grade 2

" Read About the Postman, Watts 1966 Grade 2

5) Career Ed. An Idea Book, activities #141, 142.

7. Motivating statement: " It's School Time "

Boys and girls, we're going to spend some time learning about four very important jobs that must be performed in our community if we are to live safely and happily.

8. Procedure

a. Fireman

b. Policeman

c. Mailman

d. Garbageman

(follow similar procedure for each of the four)

Objective

1) The child will recognize a fireman.

2) The child will describe three duties of a fireman.

Learning Activity

1) Trace around child to make body figure, paint to look like fireman.

2) Write to Int. Assn. of Fire Fighters for further information.

3) Use Fireman's Kit.

Instructional Method

1) Have a fireman come to class in uniform, tell about his duties.

2) See film "Night Community Helpers".

3) Take a field trip to a Fire Station.

Evaluation

"It's School Time"

Side 5

1) Pick out the picture of a fireman from a selection of pictures of community helpers.

2) Illustrate three duties of a fireman.

9. Evaluation of Total Unit

a. Give each child a sheet of paper folded into fourths, label:

no firemen	no policeman
no mailmen	no garbagemen

Have children illustrate each square with a situation that could occur if there community helpers did not work for us.

b. Give each child a dittoed illustration of a metropolitan stress scene. Have children add four community helpers to scene, each performing a duty.

1. Title of text: "Let's Eat" Kin/Der Owl Series K-1 grade level

2. Publisher - Holt, Rinehart and Winston, Inc.

3. Title of story - entire collection of illustrated pages

4. Purpose of lesson (Goal Statements)

   #3) Students will be able to describe the interdependance of work in a community (as exemplified by the food industry).

5. A simplified study of the food industry, encompassing

   a. the producer/collector

   b. the processor

   c. the distributer

   d. the consumer

Card #4 - Attitudes and Values Regarding Self and Others

Kittens & Children

Rationale: Many times valuable lessons regarding human behavior can be presented to children through animal characterizations.

99.5 Reading Objective: The child will expand the range of his emotional responses by empathizing with characters.

Story taken from S.R.A. Level E Kittens and Children pg. 41-45.

Career Objective: To gain understanding into other people's views and emotional needs which might differ from his own.

Materials needed: picture of skunk

chair

2 children

Procedure: Before reading the story to the class have children give words describing how they feel about skunks.

Example: (1) smelly (2) scared (3) run away (4) get lost

(5) don't touch (6) leave me alone.

Next choose 2 children to act out a scene and role play the parts of (1) himself (2) skunk. Ask then how would you feel and what would you do if you saw a skunk coming toward you.

side 2

Card # 2 - Understanding and acceptance of Others Emotions "Happiness Is"

Kithers
↓
children

Rationale: to present through music and words an explanation of happiness and to emphasize that happiness is different things to all people.

Reading objective: comprehension - interpretation and appreciation of information

Career objective: Same as for card #6

To draw from their own past experiences and make inferences as to what happiness might be in a variety of occupations.

Materials needed: prepared music and word chart of song "Happiness Is"

ditto or boardwork copy of 12 occupations and blanks

crayons, pencils

record "Happiness Is" by _____

Procedure: Put up chart before beginning lesson. Have children make small illustrations to accompany the chart and fill in the following blank spaces:

Happiness Is

To a [preacher] its a prayer, prayer, prayer

To a [beatle] its a yea, yea, yea

To a [golfer] its a hole in one

side 2
side 4

Kittens
↓
children

Activity 2

Either up on the blackboard or using the prepared ditto #___ do the following lesson. Have students suggest and write down their ideas, relating to past experiences what happiness would be to each of the following occupations.

Happiness means different things to different people.

Fireman

To a its a _____.

Cook

To a its a _____.

doctor

To a its a _____.

policeman

To a it a _____.

gas station attendant

To a its a _____.

weatherman

To a its a _____.

waitress

To a its a _____.

welder

To a its a _____.

cab driver

Card #3 - Attitudes and Values regarding Self and Others

Activity #1 - This activity can be used in conjunction with the following Stories from

Level E SRA pg. 70-74 A Trap For Big Ben

Level E SRA pg. 41-45 Blossom the Wee Skunk

Kitten & children

99.3 Reading Objective: Child will recognize and organize facts and details from previously prepared friendship chart.

Career Objectives: Child will recognize that writing is an expression of personality, that through participation the basic qualities of a friend.

Materials needed: Box week slips of paper containing each child's name. Include teacher's name also.

Procedure: Each child picks a name from box.

Explain that this is to be your secret pal for 1 week.

Discuss with children ways a secret pal can try to be a better friend to the child they picked. The teacher also picks 1 child's name and takes part in the experiment.

The only rules are:

Child cannot tell anyone whose name he or she picked.

At the end of the week have each child write a short note to their secret pal revealing who they were.

Last, evaluate with the children. Did you learn one new thing about your secret pal?

Card #3 - Attitudes and Values regarding Self and Others

Activity #1 - This activity can be used in conjunction with the following Stories from

Level E SRA pg. 70-74 A Trap For Big Ben

Level E SRA pg. 41-45 Blossom the Wee Skunk

Kitten & children

99.3 Reading Objective: Child will recognize and organize facts and details from previously prepared friendship chart.

Career Objectives: Child will recognize that writing is an expression of personality, that through participation the basic qualities of a friend.

Materials needed: Box week slips of paper containing each child's name. Include teacher's name also.

Procedure: Each child picks a name from box.

Explain that this is to be your secret pal for 1 week.

Discuss with children ways a secret pal can try to be a better friend to the child they picked. The teacher also picks 1 child's name and takes part in the experiment.

The only rules are:

Child cannot tell anyone whose name he or she picked.

At the end of the week have each child write a short note to their secret pal revealing who they were.

Last, evaluate with the children. Did you learn one new thing about your secret pal?

STORY CARAVAN
Allyn and Bacon
"Dr. Know-It-All" pp: 34-46; T.M. pp. 71-85
Activity Book pp. 14-22
Test to extend Community Medical/Health Cluster concepts
Health and Growth 3
Scott, Foresman and Company
"How Does a Community Work for Health" pp 154-173

I. The students will recognize and differentiate the career preparation of the make believe "doctor" of the story and careers in the medical/health cluster of today.

II. The students will read and summarize concepts developed in the grade level health texts concerning community health workers (i.e., Public Health Nurse)

III. The students will read and enjoy the King Feature publication, gaining insights into a wide variety of careers in the medical/health cluster. Popeye the Sailor and Health Careers, King Features, 235 East 45th Street, New York, New York, 10017. 15 careers in comic book text, each title priced 1 to 25 copies, 25¢, 26 to 99 copies, 20¢, etc.

IV (See p. 4 for goals. The students....of the filmstrip "To the Hospital") pp. 35-36. Peasant Fish became a doctor very quickly. He sold his two oxen and cart and bought the items the doctor told him to buy. pp. 38-39. Day by day went by and nothing happened. Dr. Know-It-All felt like a different person. He sat in his office with the sign outside. His salves and medicine bottles were inside. At last someone came. Instead of a doctor the lord wanted a detective to find who had been stealing his wealth. pp. 40-46. Now the fun really starts! If Dr. Know-It-All could become a doctor by dressing up and buying a few bottles and pellets, he could be a detective by saying the right words at the right time.

side 2

"Dr. Know-It-All"

I. First Activity - May be used with any or all of the above story summaries.

A. "Word Stories" help build vocabulary. Place words in list form on the chalkboard or on a chart. Then read from the text but omit the listed words as you come to them. A child, who is standing at the chalkboard or chart, points to the omitted word. Or the whole group, reading from their text silently as the reader reads aloud, may speak the omitted word.

Side 3

p. 36	Medicine bottles	P. 38	doctor
	pellets		sign
	pills		shelf
	patients		spectacles
	rooster		watch
	board		pointed beard
	painted		different
	nail		

"Dr Know It All"

B. Play the game, "I'm thinking of ....." p. 36 - same vocabulary; p. 38 - same vocabulary.

(1) I'm thinking of a hospital. When people are ill and go there, they are called patients.

(2) I'm thinking of your home. Do you have a few medicine bottles in your bathroom?

(3) I'm thinking of the drugstore. There are many medicine bottles, pills, and salves there.

(4) I'm thinking of a sign. Dr. Know-It-All nailed a board with his name painted on it over his door.

(5) I'm thinking of an ABC Book. On the eighteenth page is the letter "R". Opposite the letter "R" is a picture of a rooster.

Dr Know It All

Side 4

C. The "I'm thinking of...." game may be used to bring an understanding of one or more of the Community Health Workers in the Health and Growth text.

(1) I'm thinking of a person who is a worker at our school (Public Health Nurse). Read about this person on pp. 155-157 of Health and Growth. Turn to p. 172.

(2) I'm thinking of our librarian. Ask our librarian if we have The First Book Nurses in our school library.

II. Second Activity - T.V. Documentary.

See p. 1 (IV). The students understanding of the variety of medical/health careers may be extended through the viewing of the filmstrip/cassette, "To the Hospital". This story of a little girl with a broken leg leads students into a modern hospital where they learn about the involved people and their jobs.

Appendix G

1. Evaluation Instrument for Users of Prototype Instructional Guides

2. Survey Questionnaire Instrument

EVALUATION OF PROTOTYPE TEACHING GUIDES

Evaluator's Name _____ School _____ Grade(s) Taught _____

Publisher's names of materials evaluated _____

Title of story, poem, etc. _____

Date(s) of use in classroom _____ Date(s) of survey of materials _____

(Please return to Area III office before June 4.)

I. Career, Consumer Education and Reading Course Goals

A. Which goals were claimed to be met by the Teaching Guides you reviewed?	B. Check the level of attainment you believe the materials met each of these goals. LOW 1	2	3	4	HIGH 5
1. _____	___	___	___	___	___
2. _____	___	___	___	___	___
3. _____	___	___	___	___	___
4. _____	___	___	___	___	___
5. _____	___	___	___	___	___
6. _____	___	___	___	___	___
7. _____	___	___	___	___	___
8. _____	___	___	___	___	___

None were stated _____

II. Related Activities and Project Suggestions

A. Please list the related activities and projects suggested by the teaching guides, then rate them as to your degree of satisfaction in meeting their supplementary developmental role in creating an awareness of career and consumer education concepts.

General Description of the Activities & Projects:	Level of satisfaction for their relevance & importance to the project goals: LOW 1	2	3	4	HIGH 5
1. _____	___	___	___	___	___
2. _____	___	___	___	___	___
3. _____	___	___	___	___	___
4. _____	___	___	___	___	___
5. _____	___	___	___	___	___
6. _____	___	___	___	___	___
7. _____	___	___	___	___	___
8. _____	___	___	___	___	___

Please indicate your level of agreement with each of the following statements.

	LOW 1	2	3	4	HIGH 5
B. Do you believe awareness of career & consumer education is best accomplished through activities involving kinesthetic-motor participation?	___	___	___	___	___
C. Participatory involvement through kinesthetic-motor activities will be too limited if the content within reading materials is relied upon as the introductory method to Primary level concepts.	___	___	___	___	___
D. The related activities and project suggestions in these teaching guides provided sufficient participatory involement in creating an awareness for the concepts in the story content.	___	___	___	___	___

III. Validity of The Reading Content Centered Project

A. Please review the purposes and goals as stated on the abstract for the total project. The teaching guides and other prior activities developed by teacher committees appear to meet the purposes and goals of the project.

LOW				HIGH
1	2	3	4	5
___	___	___	___	___

B. Creating an awareness for career and consumer education concepts by using reading instructional materials is an efficient way to accomplish this objective among K-3 children.

LOW				HIGH
1	2	3	4	5
___	___	___	___	___

IV. Analysis of Prototype Teaching Guides

A. Considering the present condition of format and content of the Teaching Guides, which of the following actions do you believe should be taken regarding their further use.

____review evaluator's comments

____generally revise

____accept in present condition

____eliminate from project

____I don't know

B. Please write your suggestions concerning the following topics.

1. Format of the teaching guide

_____

_____

_____

_____

_____

2. Selection of questions for use in discussing content of story

_____

_____

_____

_____

_____

3. Packaging of guides and ancillary materials for storage and access

4. Selection of related activities and projects

5. Other topics

C. Please put an X on the blank to indicate satisfactory treatment of the Course Goal statements * listed below.

	1. In teaching guides as written.	2. Could have been developed for Teaching Guides.
Career Education Goals		
1. Attitudes and values regarding self and others	_____	_____
2. Attitudes and values toward work	_____	_____
3. Career Education and the total curriculum (knowledge base)	_____	_____
Consumer Education Goals		
1. Evaluation of information and conditions prior to making consumer decisions	_____	_____
2. Role of consumers in our economic system	_____	_____
3. Legal rights and responsibilities	_____	_____
4. Values, honesty, and fair play in economic relationships	_____	_____
5. Influence of personal values and goals on consumer decisions	_____	_____
6. Planning for economic security	_____	_____
Reading Course Goals		
1. Vocabulary-word meaning (99.2)	_____	_____
2. Comprehension-explicitly stated information (99.3)	_____	_____
3. Comprehension-implicitly stated information (99.4)	_____	_____
4. Comprehension-interpretation and appreciation of information (99.5)	_____	_____

*Evaluator: The sub-course level goals listed on the project checklist are provided to help you understand the course level goals listed for part C.

A Survey of Classroom Teachers'
Understanding and Application
of Career & Consumer Education
Course Goals and Concepts

Introduction

This questionnaire is part of the research project entitled "An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals." The purpose of your participation is to help the project staff develop a better understanding of the extent that K-3 classroom teachers recognize the Goals and concepts implicit in their work with content, media and activities related to Career and Consumer Education. Certain other questions are asked with the intention of eliciting responses to suggested ways in which these concepts and goals are taught.

Project Goal

2.0 To survey the incidence and nature of application of consumer and career education awareness concepts in K-3 classrooms.

Project Objective

2.1 A survey committee will be able to create a procedure for describing the frequency and the nature of the teaching and student evaluation procedures used by primary school classroom teachers.

Project Activities

2.11 A survey committee consisting of the project director and two principals will prepare the criteria for judging the occurrence of consumer and career education concepts in the plans, procedures, and measurement of learning outcomes that teachers may implement in their classrooms.

2.12 The survey committee will develop a questionnaire instrument for surveying the occurrence of teaching career and consumer education content and concepts in cooperating classrooms in primary schools of Area III, Portland Public Schools.

1. Please indicate the type of support you feel your building committees and/or Area III curriculum staff should provide in support of your efforts to teach the concepts of Career and Consumer Education.

Indicate the need level of each of the forms of support listed below.

Need More	Right Am't	Need Less	Not Helpful	Type of Support possible
____	____	____	____	1) Inservice coursework
____	____	____	____	2) Consultative services
____	____	____	____	3) Teaching activities and media guides
____	____	____	____	4) Self-contained kits for concept teaching
____	____	____	____	5) Supplementary teaching guides outlining Career and Consumer Education concepts to be taught within regular subjects.
____	____	____	____	6) Demonstrations, mini courses offered through the Teacher Resource Center.
____	____	____	____	7) General orientation opportunities for teachers desiring information about field trips available within metro area

Are current support levels sufficient for the program and materials available?

____ yes ____ no

2. Based on your past teaching experiences, to what extent do you utilize the concepts of Career and/or Consumer Education in the seven curricular areas below.

	Never	Seldom	Often	Always
1. Arithmetic	____	____	____	____
2. Social Studies	____	____	____	____
3. Science	____	____	____	____
4. Basal reading materials	____	____	____	____
5. Literature materials	____	____	____	____
6. Creative arts	____	____	____	____
7. Health & Physical Education	____	____	____	____

3. Please indicate on the following scale the procedures you are most likely to choose in teaching concepts of Career and Consumer Education as part of teaching to the objectives of other curriculum.

A. Teach Career and/or Consumer Education as part of teaching the objectives of other curriculum areas.
Example: The wise use of family income is taught as part of a broader set of educational goals involving reading stories and discussing films about how the family plans to celebrate a holiday season.

____ Never ____ Seldom ____ Often ____ Always

B. Teach Career and/or Consumer Education as distinct units within other curriculum content.
Example: In a broad study of the "Community" several consecutive lesson units deal solely with developing awareness of the role community workers play in ensuring health and safety of the citizenry.

____ Never ____ Seldom ____ Often ____ Always

C. Teach Career and/or Consumer Education as separate units from other Curriculum content; essentially, taught in connection with primary curriculum, but not in concert with such subject areas as community, pioneers, westward movement, etc.
Example: Social studies textbook and related media are used in studying the Indian Community. A separate unit is taught in relation to methods of lending, borrowing, and exchanging goods and services within a community.

____ Never ____ Seldom ____ Often ____ Always

4. Questions based on Comprehension Reading Course Goals can be used to emphasize story content that helps students become aware of concepts of career and consumer education. The purpose of the following exercise is to gauge your understanding of five selected concepts by discriminating among four questions written to elicit a student's knowledge of content in stories related to career and consumer education.

DIRECTIONS: Read each concept listed below that is stated as a Course Goal of Career or Consumer Education. Read the four questions, then put an X mark on the question that would not elicit thinking from a student showing his awareness of the associated concept.

A. <u>Career Education Concepts</u>

1. The student knows the personal, social, economic and political reasons for work in our society.

____a. Why did Paul decide to ask his uncle for a job collecting newspapers in the apartment building?
____b. Paul could have asked his father for the money. Why didn't he want to ask his parents for the money to buy the rocket kit?
____c. Why wasn't it safe to fire the rockets near the school?
____d. What reasons can you give for Mr. Johnson's willingness to buy Dick everything needed to build his model?

2. The student knows the physical and psychological reasons for seeking a balance between work and leisure activities.

____a. Explain why Pam's father felt Stont, her saddle horse, would have to be sold during the winter, because she didn't clean out his stall regularly.
____b. Give two reasons Mr. Wilson did not expect Pam to leave Stont's saddle on after she came back from the trail ride.
____c. What do you believe was the main reason Mr. Wilson bought Pam a horse of her own?
____d. Pam asked to have a large horse because
1) Mabel had a smaller horse.
2) her father wanted to ride it sometimes.
3) she liked the color of Stont.

B. Consumer Education Goals

1. The student is able to explain how consumer skills can improve one's standard of living.

____a. What lesson did little Carl learn about the reasons people give for changing their minds about buying cold lemonade?
____b. Why do you think the boys didn't pay any attention to the store owner's explanation about buying a larger size of lemon concentrate?
____c. Locate the sentence that tells why Carl's older brother didn't take any change with him when he left the house to go sell lemonade.
____d. List the things Carl's mother bought at lower prices by shopping at three different stores.

2. The student is able to analyze the impact of media on the individual.

____a. Which reasons do you agree with that Margaret gave for not watching rerun cowboy shows?
____b. "Tonight, each of you look at the newspaper, watch television, then tomorrow evening listen to the radio. Then, make a list of three things that were advertised which you would buy because of what you heard or saw."
____c. "Write an advertisement to sell your bicycle. Then, decide on a price for your bicycle, how much you are able to pay for the ad, and which would be the best way of advertizing the bicycle."
____d. "Paul, explain why you think automobile commercials should not be advertised on cowboy television shows."

3. The student is able to explain the relationship of supply and demand.

____a. The bicycle salesman at the supermarket had twenty bicycles to sell, but the salesman at the hardware had only three left. From which salesman might you be able to buy a bicycle at the lower price if both persons decide they want to get rid of all their bicycles during a one week sale?
____b. "Can anyone think of a time when you thought you <u>just had to have</u> a toy just like the one another person owned?"
____c. How does the amount of deer and buffalo explain how far Red Crow's tribe ranged from their foothills camp?
____d. "Don, why were you so surprised that Red Crow's father gave ten hides for the arrow heads?"

Assume that you were asked by a colleague to identify the main purposes for teaching Consumer and Career Education instruction. Rank the following course goals as to level of importance in teaching K-3 students.

High	Medium	Low	None	Career Education Concepts
				The student knows -
___	___	___	___	a. the physical and emotional benefits of understanding and respecting self and others throughout life.
___	___	___	___	b. that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
___	___	___	___	c. the personal, social, economic and political reasons for work in our society.
___	___	___	___	d. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.
___	___	___	___	e. that in our society he is dependent on the goods and services of others for his welfare and survival.
___	___	___	___	f. that skill in job exploration, selection and preparation can lead to continual enhancement of his career and to greater personal fulfillment.
___	___	___	___	g. the physical and psychological reasons for work and leisure activities.
___	___	___	___	h. how to evaluate his aptitudes, interests and abilities in exploring career opportunities.
___	___	___	___	i. that individuals can learn to function effectively in a variety of occupations.
___	___	___	___	j. that every career has entry, performance physical, attitudinal and educational requirements.
___	___	___	___	k. career choice may help determine friends, associates and status in the community.
___	___	___	___	l. that career choice affects the amount and type of leisure activity that may be pursued.
				The student is able -
___	___	___	___	m. to select a tentative career choice based upon exploration of a wide variety of occupations.
___	___	___	___	n. to develop and apply the basic skills and behaviors required to perform in one or more entry level jobs.

High	Medium	Low	None	Consumer Education Course Level Goals
				Students who participate in related activities will be able to -
___	___	___	___	a. identify sources of information.
___	___	___	___	b. develop skills in use of information.
___	___	___	___	c. relate resources to needs and wants.
___	___	___	___	d. apply the skills of the decision-making process.
___	___	___	___	e. list the steps in decision-making.
___	___	___	___	f. identify effective shopping techniques.
___	___	___	___	g. explain how consumer skills can improve standard of living.
___	___	___	___	h. identify the sources and uses of credit.
___	___	___	___	i. compare advantages and disadvantages of using credit.
___	___	___	___	j. identify responsibilities of lender and borrower in a credit transaction.
___	___	___	___	k. know the meaning of basic terms used in consumer education.
___	___	___	___	l. explain the relationship of supply & demand.
___	___	___	___	m. state why the economy is constantly changing.
___	___	___	___	n. relate an individual's efforts as a producer to his standard of living.
___	___	___	___	o. identify basic consumer protection laws and their provisions.
___	___	___	___	p. list sources of information about consumer protection laws.
___	___	___	___	q. identify ways various public and private agencies protect the consumer
___	___	___	___	r. analyze consumers' rights to reasonable safety in products.
___	___	___	___	s. judge marketing techniques and services affecting consumer decisions.

(continued from page 6)

High	Medium	Low	None	Consumer Education Course Level Goals
				Students who participate in related activities will be able to -
___	___	___	___	t. identify ethical business practices.
___	___	___	___	u. analyze the influence of cultural, economic and social factors on personal values.
___	___	___	___	v. analyze how changing life styles and life cycles influence values and goals.
___	___	___	___	w. identify basic principles of financial planning.
___	___	___	___	x. analyze how inflation may affect real income.

RH/fc

A Response Form For
A Survey of Classroom Teachers'
Understanding and Application
of Career & Consumer Education
Course Goals and Concepts

DIRECTIONS: Please indicate your responses to each request for information and evaluation on this form. Please complete this form and turn over to your building Principal.

Part 1, page 2

	Need More	Right Am't.	Need Less	Not Helpful
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___
5.	___	___	___	___
6.	___	___	___	___
7.	___	___	___	___

Part 2, page 2

	Never	Seldom	Often	Always
1.	___	___	___	___
2.	___	___	___	___
3.	___	___	___	___
4.	___	___	___	___
5.	___	___	___	___
6.	___	___	___	___
7.	___	___	___	___

Part 3, page 3

A. ___Never___Seldom___Often___Always

B. ___Never___Seldom___Often___Always

C. ___Never___Seldom___Often___Always

Part 4, page 3

A. 1. ___a___b___c___d
A. 2. ___a___b___c___d

B. 1. ___a___b___c___d
B. 2. ___a___b___c___d
B. 3. ___a___b___c___d

Page 5, Career Education Concepts

	High	Medium	Low	None
a.	___	___	___	___
b.	___	___	___	___
c.	___	___	___	___
d.	___	___	___	___
e.	___	___	___	___
f.	___	___	___	___
g.	___	___	___	___
h.	___	___	___	___
i.	___	___	___	___
j.	___	___	___	___
k.	___	___	___	___
l.	___	___	___	___
m.	___	___	___	___
n.	___	___	___	___

Pages 6,7. Consumer Ed. Course Level Goals

	High	Medium	Low	None
a.	___	___	___	___
b.	___	___	___	___
c.	___	___	___	___
d.	___	___	___	___
e.	___	___	___	___
f.	___	___	___	___
g.	___	___	___	___
h.	___	___	___	___
i.	___	___	___	___
j.	___	___	___	___
k.	___	___	___	___
l.	___	___	___	___
m.	___	___	___	___
n.	___	___	___	___
o.	___	___	___	___
p.	___	___	___	___
q.	___	___	___	___
r.	___	___	___	___
s.	___	___	___	___
t.	___	___	___	___
u.	___	___	___	___
v.	___	___	___	___
w.	___	___	___	___
x.	___	___	___	___

MEMORANDUM

Office Of The Superintendent · Area III / PORTLAND PUBLIC SCHOOLS / 1221 S. E. Madison / Portland, Oregon 97214

Ray Steed, Superintendent – Area III

Telephone: 1-(503)-233-2487

TO: Ralph Hodges

Date: 11-26-73

Some questions.

How will this be approached?

How will use of data be explained?

Do you need all those responses?

How do you plan on recovering data from forms?

1. You might try putting all response spaces on the right hand side.
2. If you have more than 50 questionnaires use a blank electrographic answer sheet through testing department - also scoring.

Page 3 - question #4 Directions for use of questions at bottom of page and next page not explicit. This question could be written as a series multiple choice questions with more than one correct response.

Page 5 - This appears to be a whole different task. What do you want this info for?

Have you thought of asking for this data at two different times to cut down the length?

If you use hand scoring had you considered plastic templates for each page to aid accuracy and speed?

Mr. Bob Ralston
AREA III
Evaluation Specialist

RH:s

MEMORANDUM

Office Of The Superintendent · Area III / PORTLAND PUBLIC SCHOOLS / 1221 S. E. Madison / Portland Oregon 97214

Ray Steed, Superintendent – Area III

Telephone: 1-(503)-233-2487

TO: Ralph Hodges **Date:** 12-19-73

From: George S. Ingebo

Questionnaire items 4, 5, & 6 are going to be difficult and a little upsetting for many teachers, I think. Will the teachers surveyed be volunteers or classes - how selected?

Appendix H

Orientation to the Use of Prototype Teaching Materials

Appendix H

Orientation to the Use of Prototype Teaching Materials

Title of Course: Implementation of Instructional Guides to Teaching Integrated Course Goals

I. Purposes and objectives of the "Integration of Course Goals" project

A. A Study committee of classroom teachers will be able to locate stories in K-3 reading materials that provide content to teach students career and consumer education concepts.
B. A Survey committee will be able to create a procedure for describing the frequency and the nature of the teaching of career and consumer education and reading skills related to vocabulary and general comprehension.
C. The K-3 teachers in the six primary schools of Area III will respond to a questionnaire survey of their knowledge and processes of teaching to career and consumer education concepts and recognizing reading course goals of vocabulary and general comprehension.
D. Selected primary grade teachers will use the content of K-3 reading materials and career and consumer education resource materials to develop prototype instructional guides.
E. Cooperating teachers in each primary school will be identified by each building principal to be trained in implementation procedures for field-testing the prototype instructional guides; and trained to make an evaluation of these materials following a classroom test of their validity and usefulness.
F. Selected classroom teachers will field-test and evaluate the prototype instructional guides and supplementary materials.
G. Evaluation of the total project will be conducted by a Project Advisory committee and a third-party evaluator based on procedures, products, surveys, and field-test evaluations that are produced in the project.

II. Objectives of the field-test phase of the project

A. Selected classroom teachers will be able to locate prototype lessons that are suitable for their students to read, discuss and engage in related activities.
B. The management features of the teaching guides will be tested as to their clarity, sequence of instructional activities, and measurement function of student's acquisition of each lesson's objectives.
C. The suggested media aids and supplementary teaching materials will be used with the content to be read and judged as to its effectiveness for enhancing the concept development and goal satisfaction purported to be acquired by the instructional guide.
D. The prototype instructional guides will be evaluated by participating field-test teachers and principals as to their overall effectiveness as instructional management guides, and their contribution to fulfilling the goals and objectives of the project.

III. Review of the criteria checklist of Integrated Goals

A. Selected field-test teachers will be oriented as to the use of the checklist as an aid in identifying the content in the Language Arts materials used in Grades K-3.
B. Field-test teachers will be given a sample set of a prototype instructional guide to illustrate interrelated course goals.

IV. Suggested procedures for using the prepared prototype instructional materials:

1) Suggested time allotments for reading and discussing each story
2) Suggested sequence of use of the ancillary materials and other nonprint media.
3) The prototype materials' stated goals will be referenced to the descriptor elements, and synonymous concepts, that Study committee teachers believed were developed in each story.
4) Discussion will be promoted among field-test teachers to examine the appropriateness of student-centered activities suggested by the guides, and/or those that spontaneously occur as part of the discussion and other ancillary activities.
5) Discussion to resolve the differences among the prototype instructional guides as to length, format, objectives and activities.

V. Evaluation of the prototype lesson guides

A. Distribute the form "Evaluation of Prototype Teaching Guides" to each field-test teacher. Point out that the principal should respond on this form also. If there is disagreement between the classroom teacher and principal, notes should be made on the back side of the page.

B. Part I - Refers to goals - This a judgemental question comparing goals stated on the prototype teaching guide with experience in using the guide.
Part II - Refers to ancillary materials and management suggestions. This is a judgemental response as to how the user feels about these activities and materials. Sections B - D are questions indirectly related to the prototype materials, in that they solicit the field-test teacher's response to strategies for involving K-3 students in activities other than the content in reading materials.
Part III & Part IV A - Refers to validity and contribution of the prototype materials to the goals of the project.
Part IV B - Refers to field-test teacher and principal's suggestions for physical improvements of the prototype materials.

Appendix I

Report of Formative and Summative Evaluation

Third Party Evaluation:
February 1974
July 1974

Advisory Committee Evaluation:
December 1974
May 1974

REPORT OF

FORMATIVE AND SUMMATIVE EVALUATION

by

Marleen Pickens

Project Evaluator

David Douglas Public Schools

Portland, Oregon

PROJECT

AN INTEGRATION OF CAREER AND CONSUMER

EDUCATION AND READING AND LANGUAGE ARTS

PROGRAM LEVEL GOALS

Area III Portland Public Schools
Ralph Hodges, Project Director
Applied Research Project
No. R - A - 74

June 29, 1974

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals
PROJECT

February 26, 1974
Date

OBJECTIVE

2 Curriculum Development-Research
Component

1.0
Number

Determine the existence of consumer and career education concepts within materials currently used by teachers in grades K - 3.

ACCOMPLISHMENTS:

In compliance with this objective, the study committee developed a cross reference checklist and studied K - 3 classroom materials.

STATUS OF OBJECTIVE:

Accomplished	[X]	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
Not Accomplished	[ ]	Activated	[ ]

Date Due: Sept. 1973

RECOMMENDATION (Optional):

It is recommended that "Elements of Evaluation 1.11C and 1.14B are included in the Study Committee and Survey of Materials section of the Black Notebook.

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals PROJECT	July 10, 1974 DATE

OBJECTIVE

2 Curriculum Development-Research Component	1.0 Number

Determine the existence of consumer and career education concepts within materials currently used by teachers in grades K - 3.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	[X]	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
Not Accomplished	[ ]	Activated	[ ]

RECOMMENDATION (Optional):

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals
PROJECT

February 26, 1974
DATE

OBJECTIVE

2 Curriculum Development-Research
Component

2.0
Number

Survey the incidence and nature of application of consumer and career education awareness concepts in K - 3 classrooms.

ACCOMPLISHMENTS:

In compliance with this objective, the first part (2.1): a survey committee developed a questionnaire for K - 3 classroom teachers.

STATUS OF OBJECTIVE:

Accomplished	☐	Unclear	☐	Date Due
Partial	☒	Suspended Judgment	☐	Jan. 15, 1974
Not Accomplished	☐	Activated	☐	

RECOMMENDATION (Optional):

Documentation regarding the status of Objective 2.2 and Elements of Evaluation 2.21A need to be provided by the project director

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals
PROJECT

July 10, 1975
DATE

OBJECTIVE

2 Curriculum Development-Research
Component

2.0
Number

Survey the incidence and nature of application of consumer and career education awareness concepts in K - 3 classrooms.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	X	Unclear	☐
Partial	☐	Suspended Judgment	☐
Not Accomplished	☐	Activated	☐

RECOMMENDATION (Optional):

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals
PROJECT

February 26, 1974
DATE

OBJECTIVE

2 Curriculum Development-Research
Component

3.0
Number

Survey methods and materials actually used in teaching awareness of consumer and career education concepts within reading and language arts curriculum

ACCOMPLISHMENT:

In compliance with objective 3.1, evaluation is not possible until the project director provides the raw data (3.11A), the report to show relationships (3.11B) and the Advisory Committee evaluation (3.11C).

STATUS OF OBJECTIVE:

Accomplished	☐	Unclear	☐
Partial	☐	Suspended Judgment	☒
Not Accomplished	☐	Activated	☐

Date Due
May 5, 1974

RECOMMENDATION (Optional):

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals	July 10, 1974
PROJECT	DATE

OBJECTIVE

2 Curriculum Development-Research	3.0
Component	Number

Survey methods and materials actually used in teaching awareness of consumer and career education concepts within reading and language arts curriculum.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	[X]	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
Not Accomplished	[ ]	Activated	[ ]

RECOMMENDATION (Optional):

PROJECT EVALUATION FORM

An Integration of Career
PROJECT

February 26, 1974
DATE

OBJECTIVE

2 Curriculum Development-Instructional Materials
Component

4.0
Number

Develop prototype teaching materials and supplementary management tools for coordinating reading and language arts with consumer and career education program goals at awareness level.

ACCOMPLISHMENTS:

In compliance with Objective 4.1, the Materials Development Committee developed prototype teaching materials and supplementary management tools.

Objective 4.2, the project director and one principal have developed procedure for inservice course.

STATUS OF OBJECTIVE:

				Date Due
Accomplished	☐	Unclear	☐	
Partial	☒	Suspended Judgment	☐	April 19, 1974
Not Accomplished	☐	Activated	☐	April 30, 1974

RECOMMENDATION (Optional):

It is recommended that the syllabus for the inservice course (Elements of Evaluation 4.2B) is included with the exhibits in the black notebook provided the evaluator.

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals
PROJECT

July 10, 1974
DATE

OBJECTIVE

2 Curriculum Development-Instructional Materials
Component

4.0
Number

Develop prototype teaching materials and supplementary management tools for cordinating reading and language arts with consumer and career education program goals at awareness level.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	[X]	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
Not Accomplished	[ ]	Activated	[ ]

RECOMMENDATION (Optional):

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals
PROJECT

February 26, 1974
DATE

OBJECTIVE

2 Curriculum Development-Field Testing Component and Evaluation

5.0
Number

To field test and evaluate the effectiveness and acceptability of prototype materials among cooperating teachers in selected primary schools.

ACCOMPLISHMENTS: *

STATUS OF OBJECTIVE:

Accomplished	☐	Unclear	☒
Partial	☐	Suspended Judgment	☐
Not Accomplished	☐	Activated	☐

Date Due
May 19, 1974

RECOMMENDATION (Optional) :

* To determine what has been accomplished with Objective 5.1 Objective 5.2, the information listed under "Elements of Evaluation" (5.11A, 5.12B, 5.21A, 5.22A) are requested from the project director.

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals
PROJECT

July 10, 1974
DATE

OBJECTIVE

2 Curriculum Development-Field Testing and Evaluation
Component

5.0
Number

To field test and evaluate the effectiveness and acceptability of prototype materials among cooperating teachers in selected primary schools.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	[X]	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
Not Accomplished	[ ]	Activated	[ ]

RECOMMENDATION (Optional):

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals
PROJECT

February 26, 1974
DATE

OBJECTIVE

3 Evaluation
Component

6.0
Number

To evaluate overall feasibility, effectiveness and value of further efforts to coordinate consumer and career education awareness goals with reading and language arts curricula in grades K - 3.

ACCOMPLISHMENTS:

In compliance with Objective 6.1, the advisory committee in the fall, reviewed the objectives, instruments and research within the project context.

STATUS OF OBJECTIVE:

Accomplished	☐	Unclear	☐
Partial	☐	Suspended Judgment	☐
Not Accomplished	☐	Activated	☒

Date Due
June 15, 1974

RECOMMENDATION (Optional) :

PROJECT EVALUATION FORM

An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals	July 10, 1974
PROJECT	DATE

OBJECTIVE

3 Evaluation	6.0
Component	Number

To evaluate overall feasibility, effectiveness and value of further efforts to coordinate consumer and career education awareness goals with reading and language arts curricula in grades K - 3.

ACCOMPLISHMENTS:

STATUS OF OBJECTIVE:

Accomplished	[X]	Unclear	[ ]
Partial	[ ]	Suspended Judgment	[ ]
Not Accomplished	[ ]	Activated	[ ]

RECOMMENDATION (Optional):

Review of Research Project - Advisory Committee

Integration of Career/Consumer Education and Reading Course Goals

1 - December, 1973

Introduction

The purposes and objectives of the project have been presented. Please study the three materials that have been developed by principals, teachers, and the Project Director. At this point in time the project's products should be evaluated in terms of a "practical criteria". This criteria will be used as guidance in further study and development of materials and other instruments.

Directions - After studying the three materials, please show your degree of satisfaction with each of the points of criteria listed below. Also, write a brief narrative evaluation which suggests support and/or criticism of the materials that have been developed to carry out the objectives of this project. Please show your degree of satisfaction that each element is appropriate to the purposes and objectives of this project.

---

1. Checklist of interrelated Course Level Goals
   Narrative comments

   See next page for narrative comments

2. Procedures for identifying reading content in currently-used K-3 materials
   Narrative comments

   See next page for narrative comments

3. Teacher survey instrument
   Narrative comments

   See next page for narrative comments

Narrative Comments

1. Prepared teaching guides for the identified story content.

   a) Strong interrelationship between Consumer Education and Career Education. Would like to include a sample in Consumer Education Kit. Well done.

   b) Materials are resource materials for classroom use by either teachers or students.
   The term guide should give direction to activities, evaluation of activities, scope and sequence, etc.

   c) Difficult to evaluate guides because each guide needs to be evaluated individually because:
      1. Some stories so naturally and obviously apply to consumer/career Ed.
      2. Poems and stories have been delved into to such a degree that I feel the consumer/career aspects (treatment) have eked out points that would make poem no longer enjoyable. Some stories and poems should be just enjoyed and not analyzed.

   d) "The Big Cheese" from Sounds of Laughter, a very good story, very appropriate for Consumer/Career Ed.

   e) "Old Lucy and the Pigeon" from Sounds of Laughter,(note my low level satisfaction) this is a delightful poem, leave it alone!

2. Evaluation instrument given teachers using the teaching guides.

   a) Guide developers should use the "Evaluation" form themselves before sending guide materials on to future users.

   b) This should be resource materials evaluation.

   c) There is a need for a guide to identify when and how to use these materials and identify concepts.

   d) A very good measuring stick.

3. Teacher survey instrument

   a) Looks good.

   b) I would like to see the Career Education concepts condensed - too many.

4. Other comments.

   Choose reading material for Career Education and Consumer Education wisely. Those that lend themselves to Career and Consumer Education not all stories and few poems perhaps. Retain some stories for enjoyment. No need to dissect all stories.

		Satisfaction level Low -------- High				
		1	2	3	4	5
1. Checklist of interrelated Course Level Goals	Relevance		1	1	2	2
	Importance		1	1	2	2
	Scope			2	2	2
	Credibility			2	2	2
	Timeliness			1	2	3
2. Procedures for identifying reading content	Relevance			1	2	3
	Importance			1	2	3
	Scope			1	2	3
	Credibility			1	1	4
	Timeliness			1		3
3. Teacher survey instrument	Relevance				1	4
	Importance				1	4
	Scope					6
	Credibility				2	4
	Timeliness					4

Review of Research Project - Advisory Committee

Integration of Career/Consumer Education and Reading Course Goals

2 - May 1974

Purposes and Procedures

The goals and objectives of the project have been reviewed. Please study the three materials that have been developed by principals, teachers, and the project director. After studying the three materials, please show your level of satisfaction with each of the points of criteria listed below. Also write a brief narrative evaluation which suggests support and/or criticism of the materials that have been developed to carry out the objectives of this project. Your evaluation should be made in terms of the appropriateness of each of the materials and the purposes of the project. Your remarks and evaluation will be used as guidance in further study and development of materials and other instruments.

Narrative Comments		Level of goals satisfaction (Low ---------- High) 1	2	3	4	5
1. Prepared teaching guides for the identified story content.	Relevance	1	1		2	2
See next page for narrative comments.	Scope	1			3	2
	Credibility	1	1		2	2
2. Evaluation instrument given teachers using the teaching guides	Relevance				3	2
See next page for narrative comments.	Scope				3	2
	Credibility				3	2
3. Teacher survey instrument.	Relevance			1	1	3
See next page for narrative comments.	Scope			1	1	3
	Credibility			1	2	2

Narrative Comments

1. Checklist of interrelated Course Level Goals.

The A B C under each goal hould be listed in the master Goal sheet. (some comments in number 2 pertain to the checklist)

Very Good! Very Complete! I would like to see each teacher in Portland have a copy of these typed on durable paper with the holes already punched so they could be placed right in the plan book. Hopefully they would be referred to whenever weekly plans were made in a variety of subjects.

I found it difficult to identify what was expected from the teachers viewpoint because I had not used these text books or taught in the primary grades.

The Directions on the cross-reference sheet indicate that a teacher should choose particular stories which contain Career/Consumer Ed concepts to extend a student's vocabulary and comprehension. Realistically, I don't believe this would happen. If a teacher uses SRA as the basal reading program, the students probably start at the beginning of a book, The Purple Turtle, for example, and read through to the end. A teacher could, of course, pick particular stories for their Career/Consumer concepts if these stories are supplementary reading materials. Also, I don't see that it is significant to cross-reference a six page story which contains Career/Consumer concepts to a Program Reading Goal. The goals are so broad that any material, it seems to me, could be tied into them. If the intent is that vocabulary and concepts of Career/Consumer Ed will be extended -- then this should be so stated.

2. Procedures for identifying reading content in currently-used K-3 materials.

The cross matching with reading goals is too cumbersome. It is difficult enough to determine what goal in Career or Consumer Ed a certain story is attempting to demonstrate, without having to cross reference this with reading goals. As a classroom teacher these goals are already in mind when a lesson is presented, and need not, it seems to me, be made reference to on these forms.

I see the reading course plans as being very complete. I appreciate especially the emphasis of going into comprehension in depth especially the implicit inferences and conclusions.

For a teacher who is familiar with the content and concepts of the reading materials used, the procedures and grid system should be satisfactory to use. I found it very time consuming only because of the lack of experience and exposure to the materials.

The procedure for identifying Career and Consumer Ed concepts in currently used materials appears workable and the idea of identifying the concepts is excellent. Without such identification I'm sure many teachers would read the stories without realizing that they contained Career/Consumer concepts. I do wonder, however, what the teacher will then do with the concepts. Is the purpose to show teachers that they are teaching Career/Consumer concepts merely by having the children read the stories in The Purple Turtle, for example? Or will the concepts identified in a story be the starting point for some kind of elaboration or follow-up?
If the concepts are being identified for the first reason, to develop teacher awareness of concepts they are already teaching, then I wonder if it would be necessary to go through the whole procedure for all reading and language arts materials. Giving teachers some examples, such as I

had, plus the Career/Consumer Ed goals, might be enough to alert them to the potential of the materials in terms of Career/Consumer concepts and they could then easily pick out the concepts themselves in whatever materials they might be using. This procedure would have the advantage of cutting out a lot of work for your committee and would still, I feel, develope the desired awareness in teachers.

3. Teacher survey instrument.

I have a very favorable impression of this instrument. The questions are asked in such a way as to involve the teacher in the answering. In the activity matching questions with concepts and golas -- it is a bit confusing to have the questions carried over to a second page.

I find the checklists very complete. I would like to see them somewhat simplified because I believe they would be of more use - however, I assume this list is just to be evaluated by a small group of teachers first. Some of these goals while taught incidentally I question that they may be a little sophisticated for K-3. For example under Career Education I thought (h) & (k) could be postponed until later grades and (c) & (p) under Consumer Ed.

This is a very good survey instrument and each teacher in the pilot schools schools should complete one if they weren't asked to do so. This would be very useful in the planning of inservice for the staff of these schools when materials are completed and ready for the buildings.

The survey should give a good evaluation of whether or not a teacher would be able to recognize Career/Consumer concepts implicit in the materials with which she works. I assume that another instrument is to be developed to measure the actual use of these concepts in the classroom.

4. Other comments.

Some general impressions if I may: Please excuse the arrows on my evaluation sheet. I had some difficulty determining which sheets you were referring to -- I hope I evaluated in the correct areas.
I have a favorable attitude toward the intent of this project, but found the forms cumbersome as I specified. Also, it would be my hope that these forms would be presented as a skill development tool and not as a continuing requirement after the skill of Goal interrelating is mastered.